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ABSTRACT

This study investigated the attitudes of high school seniors toward teaching as a career and their perceptions of the conditions associated with the teaching profession. Surveys were administered to 605 students with a return rate of 96.36 percent. Results suggest that a pool of minority high school students are available to be recruited into teacher education programs. Afro-American students were more likely than Euro-American students to express an interest in becoming teachers. The availability of scholarships was a significant factor in their career choice. Few students noted encouragement from within the schools or communities, and minority students were more likely to be discouraged from becoming teachers than were Anglo students. Minority students were more likely to desire to teach in a large urban district than were Euro-American students, and they were interested in teaching at all levels of instruction and in the major secondary content levels. Results indicate that intervening variables such as financial support, career awareness, lack of positive information about the field, and lack of encouragement from others, appear to be barriers to getting minority students into teaching. Data from the study are presented in a set of detailed analyses of the responses to each of the survey questionnaire's 22 questions and in 22 corresponding graphs. A copy of the questionnaire in its original form is appended. (JD)

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HIGH SCHOOL STUDENT ATTITUDES ABOUT TEACHER EDUCATION AS A CAREER CHOICE: COMPARISON BY ETHNIC/RACIAL GROUP

RESEARCH PRESENTATION AT THE ANNUAL MEETING
ASSOCIATION OF TEACHER EDUCATORS
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HIGH SCHOOL STUDENT ATTITUDES ABOUT TEACHER EDUCATION AS A CAREER CHOICE: COMPARISON BY ETHNIC/RACIAL GROUP

DR. FAITE R-P. MACK AND DR. THOMAS JACKSON

Statement of the Problem

The purpose of this investigation was to survey the attitudes of high school seniors toward teaching as a career choice, and to determine their perceptions of the conditions associated with the teaching profession. It was designed to answer the question, "Do high school seniors of different ethnic and racial backgrounds differ in their perceptions of the conditions associated with the teaching profession.

Issue of Recruiting Minority Educators

According to the American Association of Colleges of Teacher Education (1987), a quality education requires that all students be exposed to the variety of cultural perspectives that represent a nation at large. Such exposure can be accomplished only via a multi-ethnic teaching force in which the racial and ethnic groups are included at a level of parity with their numbers in the population.

School districts and teacher educators have continued to express their concern about the critical underrepresentation of minority groups in the profession of teaching (Haberman, 1988; Smith et. al., 1988; Case et. al., 1988; Spellman, 1988; Holmes, 1986; Stewart, 1988; de Martinez, 1988; Garibaldi, 1986; Greer and Husk, 1989). Since 1980 the number of minority students enrolled in public schools has been rising while the availability of minority teachers has been falling. It is predicted that by the year 2,000, nearly 50 percent of the students in kindergarten through 12th grade will be Afro-American or Hispanic.

Demographic data reported by the American Association of College of Teacher Education (1988) indicated that while minorities represented 30 percent of the school age population in the fall of 1987, a survey of teacher-preparatory institutions in 47 states and the District of Columbia revealed that enrollments in undergraduate elementary-education programs had representations as follows: 5.3 percent were Afro-American, 3.7 percent were Hispanic, and 1.3 percent were Asian-American. Of those undergraduates preparing to teach at the high-school level, only 6.3 percent were Afro-American, 1.9 percent were Hispanic, and less than 1 percent were Asian-American.

The downturn in minority educators has been so drastic that some authors (Cole, 1986; Edwards, 1981; Irvine, 1988; Rodman, 1985) have referred to minority teachers and principals as an "endangered species." Most teachers teaching today's children are Euro-American, and tomorrow's teaching force will be even more so. According to Smith, minority force of the current size would mean that the average student, who has about 40 teachers during their pre-collegiate years, can expect to encounter only two-to-three teachers who are members of a minority group during his/her entire school career. George H. Russell (1988) (Assistant To the Superintendent of Personnel Services Division, San Diego City Schools) states that if this steady decline in minority teachers continues unabated at its present pace, there is a real possibility that by the mid-21st century minority teachers could well become as extinct as the prehistoric dinosaur.

It is predicted that the greatest need for teachers will be in the urban/inner-city areas of America. At present in all but two of our 25 largest cities a majority of students are "minority" (Graham, 1987). Areas which may be described as having minority populations in majority status, and areas which tend not to be the primary choice of non-minority teachers in regards to employment aspirations.

According to Graham (1987), Afro-American teacher representation has dropped from 12 percent in 1980 to less than 7 percent in 1990. Throughout the Seventies and into the Eighties, Afro-Americans constituted about 8% of public school teachers, roughly half the proportion of Afro-America children in the schools (16% at the date of the report of Graham's report). It is anticipated that their numbers will decline at a much faster rate than their Euro-American counterparts over the next few years primarily because of the decline in the overall enrollment of Afro-American students in higher education, the declining number of Afro-American students completing college teacher-preparation programs, retirement by experienced Afro-American teachers, and a turning away from teaching as a career choice for many Afro-American students.

Zapata (1988) states that for Hispanic's, the nations fastest growing minority group, the situation is critical. The number of Hispanic high school graduates has dropped from 35.8 % in 1976 to 29 % in 1986. (Zapata, 1988; Quality Education for Minorities Project, 1989. With a declining pool of students attending college combined with fewer students choosing teaching as a career choice, the future for a representative group of Hispanic teachers is relatively bleak.

Is it important to have an adequate supply of minority educators for the nation's schools? To this question, one may respond that minority professionals in America's schools serve as role models for both minority and majority students. Minority educators give credence to the viability of education as an acceptable career path and route to upward mobility for minority populations. According to Leonard (1987), they tend to be the professional role models having the earliest contact with young children, providing the valuable role models of successful minority individuals who are contributing members of the society.

According to Middleton et. al. (1988) non-minority students will benefit from the opportunity to experience minority teachers. Interaction with minority teachers will result in increased familiarity with minorities and their culture, and experience in seeing them in professional roles, leading to higher expectations for minority group members in others.

Without sufficient exposure to minority teachers throughout their education, both minority and majority students come to characterize the teaching profession--and the academic enterprise in general--as better suited for Euro-Americans (Loehr, 1988). As the proportion of white teachers grows, role modeling that might encourage minority students to pursue careers in education decreases; possibly further enlarging the already-inadequate ratio of minority teachers to minority pupils in the schools.

However even as role models minority teachers may not be encouraging students to become teachers. In a 1988 survey of American teachers (Harris et. al, 1988), Afro-American and Hispanic teachers reported that they were much more likely to see themselves as leaving the teaching force. Of 300 teachers surveyed, 41 percent said they were likely to leave teaching within five years as opposed to 25 percent of the non-minority teachers.

The Institute for Educational Leadership (1988) reported that many urban teachers struggle with inadequate resources, substandard facilities, and lack of support that would not be tolerated in other professions. Working conditions were cited as being so poor that they had very powerful negative effects, including higher teacher absenteeism, low morale, and low job satisfaction.

Sullivan and Dziuban (1987) discovered that teachers were frequently discouraging academically talented students from considering a career in teaching. Due to frustrations associated with their employment and status, they were

accomplishing this so effectively that virtually none of the students interviewed for their study seriously considered public education as a career choice.

Page and Page (1984) found similar results and reported that high school seniors are discouraged by negative school environments. The major finding of this study was that the factor that best determines whether students will consider teaching is simply whether or not other individuals have discussed the career choice with them. The majority of students had never had anyone talk with them about the teaching profession. They suggested that recruitment efforts must be devised to include levels other than the senior year in high school, especially if the encouragement is provided by individuals in the field of education.

Survey Group

The survey group was limited to high school seniors enrolled during the 1989-1990 academic year in five high schools within the Grand Rapids Public School District. The total number of surveys administered was 605 and 583 (96.36 %) were returned for data analysis. Responses from the total group and from different ethnic/racial categories are presented in this report.

INSERT TABLE 1

Gender representation of the total group was 52.0 percent females and 48.0 percent males. Asian students were represented by 52.9 percent females and 47.1 percent males. Native American students were represented by 54.5 percent females and 45.5 percent males. Hispanic students were represented by 44.4 percent females and 56.6 percent males. Afro-American students were represented by 60.5 percent females and 39.5 percent males. Euro-American students were represented by 50.0 percent females and 50.0 percent males. Those students choosing "Other" as their ethnic category were represented by 15.4 percent females and 84.6 percent males.

INSERT TABLE 2

Based on student self-identification, the ethnic representation of the total survey group was 2.9 percent Asian-American versus a school district representation of 3.0 percent, 1.9 percent Native American versus a school district representation of 1.0 percent, 6.2 percent Hispanic versus a school district representation of 7 percent, 27.8 percent Afro-American versus a school district representation of 37 percent, 58.7 percent Euro-American versus a school district representation of 52 percent, and 2.5 percent of the survey group selecting other as their ethnic group.

INSERT TABLE 3

Survey Instrument

A four-page, back-to-back questionnaire was developed having 22 questions asking for either single or multiple responses to sub-components of a question. The survey was composed of checklist, rating-scale, and Likert-type items, and modeled after the survey instrument developed by Enger (1983). Students were instructed to carefully read each item and to mark their response in the box or blank provided. They were informed that it was not a test and the only "right" answer was the one that was a true reflection of their opinion.

INSERT APPENDIX 1

Procedures

The researchers in conjunction with the Research and Development Office of the Grand Rapids Public Schools requested all comprehensive high school principals to arrange for their senior students to participate in the survey on or about November 7, 1989. They were informed that the survey would take approximately 20 minutes and should be administered in a sequence of courses or homerooms, such that all seniors would have the opportunity to complete it. As well, they were requested to provide a statement indicating specific plans for administration and the individual within their building who was given responsibility for collection and return of the materials.

Proctors were given written directions to use in the administration of the survey, and provided information which included a statement which was read to the students indicating the purpose and use of the responses. Proctors were informed to return the surveys to their building coordinator (identified by the principal), and all forms from each high school were returned to the Research and Development Office.

The Research and Development Office assisted in the tabulation and design of analysis procedures. Data was analyzed using the SPSS/PC statistical package.

INSERT APPENDIX 2 AND APPENDIX 3

GRAND RAPIDS PUBLIC SCHOOL DISTRICT

The Grand Rapids Public School District is the second largest school district in the State of Michigan with an approximate student enrollment of 31,000 students. Located

in West Michigan, it is best described as a middle-size urban school district with a growing enrollment of minority pupils which are predicted to be the majority student group within the next five years. Four of the high schools (Creston, Central, Union, Ottawa) offer a comprehensive curriculum for the broad range of student enrolled, and City High School limits its enrollment to students who have been identified as academically talented.

RESULTS

1. HIGH SCHOOL:

High school representation for the total group reflected the following percentages: Central High School (22.1 %), Creston High School (27.2 %), Union High School (19.7 %), Ottawa High School (22.3 %), and City High School (8 %). Central High School had the following ethnic representation by rank order: Euro-American (57.3 %), Afro-American (15.8 %), Hispanic (13.7 %), Native American (4.6 %), Asian-American (3.1 %), and Other (1.5 %). Creston High School had the following ethnic representation by rank order: Euro-American (56.5 %), Afro-American (34.2 %), Other (3.2 %), Asian-American (2.5 %), Native American (2.5 %). Union High School had the following ethnic representation by rank order: Euro-American (82.1 %), Afro-American (9.4 %), Asian-American (4.3 %), Hispanic (3.4 %), and Other (0.9 %). Ottawa High School had the following ethnic representation by rank order: Afro-American (52.3 %), Euro-American (33.3 %), Hispanic (6.8 %), Asian-American (4.3 %), and Other (0.9 %). City High School had the following ethnic representation by rank order: Euro-American (80.0 %), Afro-American (7.7 %), Hispanic (7.7 %), and Asian-American (3.8 %).

INSERT TABLE 1

2. GENDER BY ETHNIC GROUP:

Gender representation of the total survey group had 52.0 percent females and 48.0 percent males. Asian students were represented by 52.9 percent females and 47.1 percent males. Native American students were represented by 54.5 percent females and 45.5 percent males. Hispanic students were represented by 44.4 percent females and 55.6 percent males. Afro-American students were represented by 60.5 percent females and 39.5 percent males. Euro-American students were represented by 50.0 percent females and 50.0 percent males. Those students providing self-identification of ethnic group were represented by 15.4 percent females and 84.6 percent males.

INSERT TABLE 2

3. ETHNIC DISTRIBUTION:

Based on student self-identification, the ethnic representation of the total survey group was 2.9 percent Asian-American versus a school district representation of 3 percent, 1.9 percent Native American versus a school district representation of 1.0 percent, 6.2 percent Hispanic versus a school district representation of 7 percent, 27.8 percent Afro-American versus a school district representation

of 37 percent, 58.7 percent Euro-American versus a school district representation of 52 percent, and 2.5 percent of the survey group selecting other as their ethnic group.

INSERT TABLE 3

4. WHAT IS YOUR MOTHER'S OR FATHER'S HIGHEST LEVEL OF EDUCATION?

When asked this question, the rank order of the total group by category of educational level evidenced 34.8 percent at least having graduated from high school, 20.0 percent at least being a 4-year college graduate, 19.6 percent at least having at least a graduate or professional degree, 18.3 percent at least having graduated from a community or junior college, and 7.3 percent having not finished high school. Asian-American students responded in the following rank order: graduate or professional degree (29.4%), 4-year college graduate (23.5 %), did not finish high school (23.5 %), high school graduate (11.8 %), community or junior college graduate (11.8%). Native American students responded in the following rank order: high school graduate (45.5 %), 4-year college graduate (27.3 %), community or junior college graduate (18.2 %), graduate or professional or graduate degree (9.1 %), and did not finish high school (0 %). Hispanic students responded in the following rank order: did not finish high school (44.4 %), high school graduate (27.8 %), community or junior college graduate (19.4 %), 4-year college graduate (5.6 %), and graduate or professional degree (2.8%). Afro-American students responded in the following rank order: high school graduate (35.4 %), community or junior college graduates (24.4 %), 4-year college graduate (19.5 %), graduate or professional degree (14.6 %), did not finish high school (6.1 %). Euro-American students responded in the following rank order: high school graduate (37.2 %), graduate or professional degree (23.5%), 4-year college graduate (20.9 %), community or junior college graduate (14.5 %), did not finish high school (3.8%). Other students responded in the following rank order: community or junior college graduate (42.9 %), 4-year college graduate (28.6%), graduate or professional degree (21.4%), and high school graduate (7.1%).

INSERT TABLE 4

5. IS YOUR MOTHER OR FATHER A TEACHER OR SCHOOL ADMINISTRATOR?

Response by the total survey group evidenced 11.5 percent responding "yes" versus 88.5 percent responding "no" to the question. Asian-American students had 11.8 percent responding "yes" while 88.2 percent responded "no." Native American students had 18.2 percent responding "yes" versus

81.1 percent responding "no." Hispanic students had 10.8 percent responding "yes" while 89.2 percent responded "no." Afro-American students had 10.1 percent selecting "yes" versus 89.9 percent selecting "no." Euro-American students had 11.9 percent responding "yes" while 88.1 percent responded "no". Of those students selecting the ethnic category "Other", 13.3 percent selected the category "yes" and 86.7 percent selected the category "no."

INSERT TABLE 5

6. WHAT IS YOUR HIGH SCHOOL GRADE POINT AVERAGE (GPA)?

Response by total group evidenced the following rank order of self-reported high school g.p.a.: 3.0-to-3.4 (30.9 %), 2.5-to-2.9 (27.3 %), 2.0-to-2.4 (18.4 %), 3.5-to-4.0 (16.9 %), 1.5-to-1.9 (6.0 %), 1.0-to-1.4 (0.5 %). Asian-American students responded with the following rank order of self-reported high school g.p.a.: 3.5-to-4.0 (41.2 %), 3.0-to-3.5 (47.1 %), and 2.5-to-2.9 (11.8 %). Native American students responded with the following rank order of self-reported high school g.p.a.: 2.0-to-2.4 (63.6 %), 2.5-to-2.9 (18.2 %), 3.0-to-3.4 (9.1 %), and 3.5-4.0 (9.1 %). Hispanic students evidenced the following rank order of self-reported high school g.p.a.: 2.5-to-3.0 (32.9 %), 2.0-to-2.4 (27.4 %), 3.0-to-3.4 (25.6 %), 1.5-to-1.9(8.3 %), and 3.5-to-4.0 (8.3 %). Afro-American students responded with the following rank order of self-reported high school g.p.a.: 2.5-to-2.9 (32.9 %), 2.0-to-2.4 (27.4 %), 3.0-to-3.4 (25.6 %), 1.5-to-1.9 (8.5 %), 3.5-to-4.0 (4.3 %), and 1.0-to-1.4 (1.2 %). Euro-American students responded with the following rank order of self-reported high school g.p.a.: 3.0-to-3.4 (35.1 %), 2.5-to-2.9 (23.5 %), 3.5-to-4.0 (22.9 %), 2.0-to-2.4 (13.3 %), 1.5-to-1.9 (4.9 %), 1.0-to-1.4 (0.3 %). Other students responded with the following rank order of self-reported high school g.p.a.: 2.5-to-2.9 (46.2 %), 2.0-to-2.4 (15.4 %), 3.0-to-3.4 (15.4 %), 3.5-to-4.0 (15.4 %), 1.5-to-1.9 (7.7 %).

INSERT TABLE 6

7. AFTER HIGH SCHOOL GRADUATION WHAT ARE YOUR PLANS?

Response by total survey group evidenced the following rank order of choice: enter college (73.5 %), begin full-time work (11.7 %), join the armed services (6.9 %), other (4.1 %), and enter vocational school (3.9 %). Asian-American students responded in the following rank order: enter college (76.5 %), begin full-time work (11.8 %), enter vocational school (5.9 %), join the armed services (5.9 %). Native American students responded in the following rank order: enter college (72.7 %), and begin full-time work (27.3 %). Hispanic students responded in the following rank order: enter college (62.2 %), begin full-time work (16.2 %), join

the armed services (8.1 %), other plans (8.1 %), and enter vocational school (5.4 %). Afro-American students responded in the following rank order: enter college (74.5 %), join the armed services (10.9 %), other plans (6.7 %), begin full-time work (4.8 %), and enter vocational school (3.4 %). Euro-American students responded in the following rank order: enter college (74.9 %), begin full-time work (13.5 %), join the armed services (4.6 %), enter vocational school (4.0 %), and other plans (2.9 %). Other students responded in the following rank order: enter college (53.3 %), begin full-time work (20.0 %), join the armed services (20.0 %), and enter vocational school (6.7 %).

INSERT TABLE 7

8. AS A HIGH SCHOOL JUNIOR OR SENIOR, HAS ANYONE TALKED TO YOU ABOUT BECOMING A TEACHER?

Response by the total survey group evidenced 18.4 percent responding "yes" versus 81.6 percent responding "no" to the question. Asian-American students had 11.8 percent responding "yes" while 88.2 percent responded "no." Native American students had 27.3 percent responding "yes" and 72.7 percent answering "no." Hispanic students had 16.2 percent responding "yes" and 83.8 percent responding "no." Afro-American students had 13.3 percent responding "yes" while 86.7 percent responded "no." Euro-American students had 21.0 percent responding "yes" and 79.0 percent responding "no." Other students had 21.4 percent responding "yes" and 78.6 percent responding "no."

INSERT TABLE 8

9. AS A HIGH SCHOOL JUNIOR OR SENIOR, HAVE YOU ASKED A TEACHER WHY THEY SELECTED TEACHING AS A CAREER?

Response by the total survey group evidenced 36.5 percent responding "yes" versus 63.5 percent responding "no" to the question. Asian-American students had 17.6 percent responding "yes" while 82.4 percent responded "no." Native American students had 18.2 percent responding "yes" and 81.8 percent responding "no." Hispanic students had 35.1 percent responding "yes" and 64.9 percent responding "no." Afro-American students had 38.8 percent responding "yes" while 61.2 percent responded "no." Euro-American students had 37.1 percent responding "yes" and 62.9 percent responding "no." Other students had 35.7 percent responding "yes" while 64.3 percent responded "no."

INSERT TABLE 9

10. IF GIVEN A SCHOLARSHIP, WOULD YOU BECOME A TEACHER?

Response by the total survey group evidenced 37.2 percent selecting "yes" and 62.8 percent selecting "no." Asian-American students had 25.0 percent responding "yes" and 75.0 percent responding "no." Native American students had 50 percent responding "yes" while 50 percent responded "no." Hispanic students had 27.0 percent responding "yes" and 73 percent responding "no." Afro-American students had 36.0 percent selecting "yes" while 64.0 percent selected "no." Euro-American students had 38.4 percent selecting "yes" and 61.6 percent selecting "no". Other students had 53.3 percent selecting "yes" and 46.7 percent selecting "no."

INSERT TABLE 10

11. DO YOU THINK TEACHING IS A WORTHWHILE PROFESSION FOR MEN TO ENTER?

Response by the total survey group evidenced 83.9 percent selecting "yes" while 16.1 percent selected "no." Asian-American students had 93.8 percent responding "yes" and 6.3 percent responding "no." Native American students had 80.0 percent selecting "yes" and 20.0 percent selecting "no." Hispanic students had 75.7 percent responding "yes" and 24.3 percent responding "no." Afro-American students had 81.6 percent selecting "yes" and 18.4 percent selecting "no." Euro-American students had 85.5 percent who chose "yes" and 14.5 percent who chose "no." Other students had 86.7 percent selecting "yes" and 13.3 percent selecting "no."

INSERT TABLE 11

12. DO YOU THINK TEACHING IS A WORTHWHILE PROFESSION FOR WOMEN TO ENTER?

Response by the total survey group evidenced 89.4 percent selecting "yes" and 10.6 selecting "no." Asian-American students had 100 percent selecting "yes." Native American students had 90 percent selecting "yes" and 10 percent selecting "no." Hispanic students had 86.5 percent responding "yes" and 13.5 percent responding "no." Afro-American students had 87.8 percent selecting "yes" and 12.2 percent selecting "no." Euro-American students had 89.9 percent who chose "yes" and 10.1 percent who chose "no." Other students had 93.3 percent selecting "yes" and 6.7 percent selecting "no."

INSERT TABLE 12

13. HOW MUCH DO YOU THINK TEACHERS ENJOY THEIR WORK?

Response by the total group evidenced the following rank order in response to the question: most of the time (51.7 %), some of the time (36.9 %), very little (5.1 %), all of the time (4.4 %), and not at all (1.9 %). Asian-American students responded in the following rank order: some of the time (47.1 %), most of the time (41.2 %), all of the time (5.9 %), and very little (5.9 %). Native American students responded in the following rank order: most of the time (54.5 %), and some of the time (45.5 %). Hispanic students responded in the following rank order: some of the time (45.9 %), most of the time (43.2 %), and all of the time (8.1 %). Afro-American students responded in the following rank order: most of the time (48.2 %), some of the time (40.9 %) all of the time (4.3 %), very little (3.7 %), and not at all (3.0 %). Euro-American students responded in the following rank order: most of the time (54.9 %), some of the time (33.5 %), very little (6.1 %), all of the time (4.0 %), and not at all (1.4 %). Other students responded in the following rank order: most of the time (46.7 %), some of the time (33.3 %), very little (13.3 %), and all of the time (6.7 %).

INSERT TABLE 13

14. HOW MUCH HAVE EACH OF THE FOLLOWING INDIVIDUALS ENCOURAGED YOU TO BECOME A TEACHER? (PLEASE ANSWER FOR EACH ONE)

A. PARENT(S)

Response by total survey group indicated the following rank order: none (76.5 %), some (16.6 %), much (4.4%), and discouraged (2.5%). Asian-American students responded in the following rank order: none (82.4 %), some (11.8 %), and much (5.9 %). Native American students responded in the following rank order: none (72.7 %), much (9.1 %), some (9.1 %), and discouraged (9.1 %). Hispanic students responded in the following rank order: none (78.4 %), some (16.2 %), and much (5.4 %). Afro-American students responded in the following rank order: none (82.4 %), some (12.1 %), much (3.0 %), and discouraged (2.4 %). Euro-American students responded in the following rank order: none (73.8 %), some (19.0 %), much (4.3 %), and discouraged (2.9 %). Other students responded in the following rank order: none (64.3 %), some (21.4 %) and much (14.3 %).

INSERT TABLE 14-A

B. TEACHER(S)

Response by the total survey group indicated the following rank order: none (68.0 %), some (25.3 %), much (4.7 %), and discouraged (2.0 %). Asian-American students responded in the following rank order: none (76.5 %), some (11.8 %), and much (11.8 %). Native American students responded in the following rank order: none (72.7 %), much (9.1 5), some (9.1 %), and discouraged (9.1 %). Hispanic students responded in the following rank order: none (78.4 %), some (16.2 %), much (2.7 %), and discouraged (2.7 %). Afro-American students responded in the following rank order: none (72.6 %), some (20.7 %), much (5.5 %), discouraged (1.2 %). Euro-American students responded in the following rank order: none (64.8 %), some (29.1 %), much (4.0 %), and discouraged (2.0 %). Other students responded in the following rank order: none (50.0 %), some (35.7 %), much (7.1 %), and discouraged (7.1 %).

INSERT TABLE 14-B

C. RELATIVE(S)

Response by the total survey group evidenced the following rank order: none (82.1 %), some (13.7 %), much (2.2 %), and discouraged (1.7 %). Asian-American students responded in the following rank order: none (88.2 %), much (5.9 %), and some (5.9 %). Native American students responded in the following rank order: none (72.7 %), some (18.2 %), discouraged (9.1 %). Hispanic students responded in the following rank order: none (83.8 %), some (13.5 %), and discouraged (2.7 %). Afro-American students responded in the following rank order: none (82.9 %), some (11.6 %), much (3.7 %), and discouraged (1.8 %). Euro-American students responded in the following rank order: none (81.4 %), some (15.4 %), much (1.7 %), and discouraged (1.4 %). Other students responded in the following rank order: none (85.7 %), some (14.3 %).

INSERT TABLE 14-C

D. FRIEND(S)

Response by the total group evidenced the following rank order: none (81.9 %), some (11.5 %), discouraged (3.6 %), and much (3.0 %). Asian-American students responded in the following rank order: none (76.5 %), some (11.8 %), much (5.9 %) and discouraged (5.9 %). Native American students responded in the following rank order: none (81.8 %), much (9.1 %), and discouraged (9.1 %). Afro-American students responded in the following rank order: none (87.3 %), some (6.1 %), discouraged (3.6 %), and much (3.0 %). Euro-American students responded in the following rank order: none (80.4 %), some (13.5 %),

discouraged (3.5 %), and much (2.6 %). Other students responded in the following rank order: none (64.3 %), some (28.6 %), and much (7.1 %).

INSERT TABLE 14-D

E. COUNSELOR(S)

Response by the total survey group evidenced the following rank order: none (83.9 %), some (12.7 %), much (2.7 %), and discouraged (0.7 %). Asian-American students responded in the following rank order: none (88.2 %), much (5.9%), and some (5.9 %). Native American students responded in the following rank order: none (72.7 %), much (9.1 %), some (9.1 %), and discouraged (9.1 %). Hispanic students responded in the following rank order: none (89.2 %), some (8.1 %), and much (2.7 %). Afro-American students responded in the following rank order: none (85.4 %), some (12.2 %), much (1.2 %), and discouraged (1.2 %). Euro-American students responded in the following rank order: none (83.6 %), some (13.3 %), much (2.9 %), and none (0.3 %). Other students responded in the following rank order: none (64.3 %), some (28.6 %), and much (7.1 %).

INSERT TABLE 14-E

F. YOUTH LEADER(S)

Response by the total group evidenced the following rank order: none (87.9 %), some (8.5 %), and much (2.9 %). Asian American students responded in the following rank order; none (82.4 %), some (11.8 %), and much (5.9 %). Native American students responded in the following rank order: none (72.7 %), much (9.1 %), some (9.1 %), and discouraged (9.1 %). Hispanic students responded in the following rank order: none (89.2 %), much (5.4 %), and some (5.4 %). Afro-American students responded in the following rank order: none (89.6 %), some (6.7 %), much (2.4 %), and discouraged (1.2 %). Euro-American students responded in the following rank order: none (88.2 %), some (9.0 %), much (2.6 %), and discouraged (0.3 %). Other students responded in the following rank order: discouraged (78.6 %), and some (21.4 %).

INSERT TABLE 14-F

G. MINISTER OR CLERGYPERSON

The total group responded in the following rank order: none (89.4 %), some (6.0 %), much (3.2 %), and discouraged (1.4 %). Asian-American students responded in the following rank order: none (82.4 %), some (11.8 %) and much (5.9 %). Native American students responded in the following rank order: none (90.0 %), and discouraged (10.0 %). Hispanic

students responded in the following rank order: none (89.2 %), much (8.1 %), and discouraged (2.7 %). Afro-American students responded in the following rank order: none (90.3 %), some (5.5 %), much (3.0 %), and discouraged (1.2 %). Euro-American students responded in the following rank order: none (89.9 %), some (6.1 %), much (2.9 %), and discouraged (1.2 %). Other students responded in the following rank order: none (75.0 %), and some (25.0 %).

INSERT TABLE 14-G

15. IF YOU WERE A TEACHER, YOU WOULD CHOOSE TO TEACH IN A (TYPE OF DISTRICT PREFERRED):

Response by the total survey group evidenced the following rank order of type of school district preferred: middle-size (54.7 %), suburban (23.1 %), large urban (11.9 %), and rural (10.3 %). Asian-American students responded in the following rank order: middle-size (33.3 %), suburban (33.3 %), rural (20.0 %), and large urban (13.3 %). Native American students responded in the following rank order: middle-size (54.5 %), large urban (18.2 %), rural (18.2 %), and suburban (9.1 %). Hispanic students responded in the following rank order: middle-size (54.1 %), large urban (21.6 %), suburban 21.6 %), and rural (2.7 %). Afro-American students responded in the following rank order: middle-size (69.9 %), large urban (20.9 %), suburban (7.4 %), and rural (1.8 %). Euro-American students responded in the following rank order: middle-size (48.5 %), suburban (30.9 %), rural (14.1 %), and large-urban (6.5 %). Other students responded in the following rank order: middle-size (53.3 %), suburban (20.0 %), rural (20.0 %), and large urban (6.7%).

INSERT TABLE 15

16. IF YOU WERE A TEACHER, YOU WOULD CHOOSE TO TEACH: SPECIAL EDUCATION OR REGULAR EDUCATION:

Response by the total survey group evidenced 10.6 percent selecting special education while 89.4 percent selected regular education. Asian-American students had 31.3 responding to special education while 68.8 percent responded to regular education. Native American students had 9.1 percent selecting special education and 90.9 percent selecting regular education. Hispanic students evidenced that 2.9 percent would choose special education and 97.1 percent would choose regular education. Afro-American students had 11.1 percent choosing special education and 88.9 percent selecting regular education. Euro-American students had 9.9 percent selecting special education

while 90.1 percent selected regular education. Other students had 20.0 responding to special education and 80 percent responding to regular education.

INSERT TABLE 16

17. IF YOU WERE A TEACHER, YOU WOULD CHOOSE TO TEACH (INSTRUCTIONAL LEVEL):

When asked this question, the total group evidenced the following rank order of instructional level preference: high school (46.2 %), early elementary (16.7 %), upper elementary (14.7 %), middle/junior high school (11.4 %), and preschool (11.1 %). Asian-American students responded in the following rank order: high school (40.0 %), early elementary (33.3 %), upper elementary (20.0 %), and middle/junior high school (6.7 %). Native American students responded in the following rank order: high school (27.3 %), early elementary (27.3 %), preschool (18.2 %), upper elementary (18.2 %), and middle/junior high school (9.1 %). Hispanic students responded in the following rank order: high school (43.2 %), middle/junior high school (18.9 %), upper elementary (16.2 %), preschool (10.8 %), and early elementary (10.8 %). Afro-American students responded in the following rank order: high school (45.2 %), middle/junior high school (15.2 %), early elementary (12.8 %), upper elementary (12.8 %), preschool (11.0 %). Euro-American students responded in the following rank order: high school (45.8 %), early elementary (18.6 %), upper elementary (14.8 %), preschool (11.9 %), and middle/junior high school (9.0 %). Other students responded in the following rank order: high school (60.0 %), upper elementary (20.0 %), middle/junior high school (13.3 %), and early elementary (6.7 %).

INSERT TABLE 17

18. HOW DO YOU THINK EACH OF THE FOLLOWING CHARACTERISTICS OF BEING A TEACHER WOULD ATTRACT YOU OR WOULD NOT ATTRACT YOU TO JOIN THE TEACHING PROFESSION? (ANSWER FOR EACH ONE)

A. SALARY OR PAY

The total survey group responded as follows: 37.9 percent would attract, 60.2 percent would not attract, and 1.9 percent not responding. Asian-American students responded in the following manner: 35.3 percent would attract, 58.8 percent would not attract, and 5.9 percent no response. Native American students responded as follows: 36.4 percent would attract, 54.5 percent would not attract, and 9.1 percent no response. Hispanic students responded as follows: 35.1 percent would attract, and 64.9 percent would not attract. Afro-American students responded as follows: 45.5 percent would attract, 52.7 percent would not attract, and

1.8 percent no response. Euro-American students responded as follows: 34.2 percent would attract, 64.2 percent would not attract, and 1.4 percent no response. Other students responded as follows: 53.3 percent would attract, 40.0 percent would not attract, and 6.7 percent no response.

INSERT TABLE 18-A

B. FRINGE BENEFITS (RETIREMENT, HEALTH INSURANCE, ETC.)

The total survey group responded as follows: 72.0 percent would attract, 26.5 percent would not attract, 1.5 percent no response. Asian-American students responded in the following manner: 58.8 percent would attract, 35.3 percent would not attract, 5.9 percent no response. Native American students responded as follows: 81.8 percent would attract, 9.1 percent would not attract, and 9.1 percent no response. Hispanic students responded as follows: 81.1 percent would attract, and 18.9 percent would not attract. Afro-American students responded as follows: 71.5 percent would attract, 27.9 percent would not attract, and .6 percent no response. Euro-American students responded as follows: 72.1 percent would attract, 26.4 percent would not attract, and 1.4 percent no response. Other students responded as follows: 60.0 percent would attract, 33.3 percent would not attract, and 6.7 percent no response.

INSERT TABLE 18-B

C. VACATIONS

The total survey group responded as follows: 83.6 would attract, 15.3 percent would not attract, and 1.0 percent no response. Asian-American students responded as follows: 88.2 percent would attract, 5.9 percent would not attract, and 5.9 percent no response. Native American students responded as follows: 81.8 percent would attract, and 18.2 percent would not attract. Hispanic students responded as follows: 83.8 percent would attract, and 16.2 percent would not attract. Afro-American students responded as follows: 78.8 percent would attract, 20.0 percent would not attract, and 1.2 percent no response. Euro-American students responded as follows: 85.9 percent would attract, 13.2 percent would not attract, and .9 percent no response. Other students responded as follows: 80.0 percent would attract, and 20.0 percent would not attract.

INSERT TABLE 18-C

D. WORKING CONDITIONS

The total group responded as follows: 65.6 percent would attract, 32.7 percent would not attract, and 1.7 percent no response. Asian-American students responded as follows:

47.1 percent would attract, 47.1 percent would not attract, and 5.9 percent no response. Native American students responded as follows: 72.7 percent would attract, and 27.3 percent would not attract. Hispanic students responded as follows: 75.7 percent would attract, and 24.3 percent would not attract. Afro-American students responded as follows: 68.5 percent would attract, 29.7 percent would not attract, and 1.8 percent no response. Euro-American students responded as follows: 63.8 percent would attract, 34.5 percent would not attract, and 1.7 percent no response. Other students responded as follows: 66.7 percent would attract, and 33.3 percent would not attract.

INSERT TABLE 18-D

E. CONTRIBUTION TO HELPING CHILDREN

The total group responded as follows: 86.2 percent would attract, 13.0 percent would not attract, and .8 percent no response. Asian-American students responded as follows: 64.7 percent would attract, 29.4 percent would not attract, and 5.9 percent no response. Native American students responded as follows: 81.8 percent would attract, and 18.2 percent would not attract. Hispanic students responded as follows: 86.5 percent would attract, and 13.5 percent would not attract. Afro-American students responded as follows: 90.9 percent would attract, 8.5 percent would not attract, and .6 percent no response. Euro-American students responded as follows: 84.8 percent would attract, 14.4 percent would not attract, and .9 percent no response. Other students responded as follows: 93.3 percent would attract, and 6.7 percent would not attract.

INSERT TABLE 18-E

F. PRESTIGE OR STATUS IN BEING A TEACHER

The total survey group responded as follows: 35.6 percent would attract, 62.9 percent would not attract, 1.5 percent no response. Asian-American students responded as follows: 47.1 percent would attract, 47.1 percent would not attract, and 5.9 percent no response. Native American students responded as follows: 27.3 percent would attract, 63.6 percent would not attract, and 9.1 percent no response. Hispanic students responded as follows: 35.1 percent would attract, and 64.9 percent would not attract. Afro-American students responded as follows: 40.6 percent would attract, 58.8 percent would not attract, and .6 percent no response. Euro-American students responded as follows: 32.8 percent would attract, 65.5 percent would not attract, and 1.7

percent no response. Other students responded as follows: 40.0 percent would attract, and 60.0 percent would not attract.

INSERT TABLE 18-F

G. JOB AVAILABILITY

The total survey group responded as follows: 44.4 percent would attract, 54.3 percent would not attract, 1.3 percent no response. Asian-American students responded as follows: 47.1 percent would attract, 47.1 percent would not attract, and 5.9 percent no response. Native American students responded as follows; 45.5 percent would attract, 45.5 percent would not attract, and 9.1 percent no response. Hispanic students responded as follows: 35.1 percent would attract, 62.2 percent would not attract, and 2.7 percent no response. Afro-American students responded as follows: 49.1 percent would attract, 50.3 percent would not attract, and .6 percent no response. Euro-American students responded as follows: 42.5 percent would attract, 56.3 percent would not attract, and 1.1 percent no response. Other students responded as follows: 53.3 percent would attract, and 46.7 percent would not attract.

INSERT TABLE 18-G

H. JOB SECURITY--FEW LAY OFFS

The total survey group responded as follows: 54.1 percent would attract, 44.4 percent would not attract, and 1.5 percent no response. Asian-American students responded as follows: 35.3 percent would attract, 58.8 percent would not attract, and 5.9 percent no response. Native American students responded as follows: 36.4 percent would attract, 54.5 percent would not attract, and 9.1 percent no response. Hispanic students responded as follows: 59.5 percent would attract, 37.8 percent would not attract, and 2.7 percent no response. Afro-American students responded as follows: 56.4 percent would attract, 43.0 percent would not attract, and .6 percent no response. Euro-American students responded as follows: 53.4 percent would attract, 45.1 percent would not attract, and 1.4 percent no response. Other students responded as follows: 66.7 percent would attract, and 33.3 percent would not attract.

INSERT TABLE 18-H

I. OPPORTUNITY FOR CAREER ADVANCEMENT

The total survey group responded as follows: 58.5 percent would attract, 40.1 percent would not attract, 1.3 percent no response. Asian-American students responded as follows: 58.8 percent would attract, 35.3 percent would not attract,

and 5.9 percent no response. Native American students responded as follows: 36.4 percent would attract, 54.5 percent would not attract, and 9.1 percent no response. Hispanic students responded as follows: 67.6 percent would attract, 29.7 percent would not attract, and 2.7 percent no response. Afro-American students responded as follows: 72.7 percent would attract, 26.1 percent would not attract, and 1.2 percent no response. Euro-American students responded as follows: 51.4 percent would attract, 47.7 percent would not attract, and .9 percent no response. Other students responded as follows: 60.0 percent would attract, and 40.0 percent would not attract.

INSERT TABLE 18-I

J. DIFFICULTY OF JOB

The total survey group responded as follows: 38.4 percent would attract, 60.4 percent would not attract, and 1.2 percent no response. Asian-American students responded as follows: 23.5 percent would attract, 70.6 percent would not attract, and 5.9 percent no response. Native American students responded as follows; 63.6 percent would attract, 27.3 percent would not attract, and 9.1 percent no response. Hispanic students responded as follows: 29.7 percent would attract, 67.6 percent would not attract, and 2.7 percent no response. Afro-American students responded as follows: 30.9 percent would attract, 68.5 percent would not attract, and .6 percent no response. Euro-American students responded as follows: 42.5 percent would attract, 56.6 percent would not attract, and .9 percent no response. Other students responded as follows: 46.7 percent would attract, and 53.3 percent would not attract.

INSERT TABLE 18-J

K. SUPPORT GIVEN BY PARENTS

The total survey group responded as follows: 51.6 percent would attract, 47.0 percent would not attract, and 1.3 percent no response. Asian-American students responded as follows: 47.1 percent would attract, 47.1 percent would not attract, and 5.9 percent no response. Native American students responded as follows: 27.3 percent would attract, 63.6 percent would not attract, and 9.1 percent no response. Hispanic students responded as follows: 56.8 percent would attract, 40.5 percent would not attract, 2.7 percent no response. Afro-American students responded as follows: 61.8 percent would attract, 37.6 percent would not attract, and .6 percent no response. Euro-American students responded as follows: 48.0 percent would attract,

51.1 percent would not attract, and .9 percent no response. Other students responded as follows: 33.3 percent would attract, 60.0 percent would not attract, and 6.7 percent no response.

INSERT TABLE 18-K

L. SUPPORT GIVEN BY SCHOOL ADMINISTRATORS

The total survey group responded as follows: 54.5 percent would attract, 44.2 percent would not attract, 1.3 percent no response. Asian-American students responded as follows: 59.8 percent would attract, 35.3 percent would not attract, and 5.9 percent no response. Native American students responded as follows: 27.3 percent would attract, 63.6 percent would not attract, and 9.1 percent no response. Hispanic students responded as follows: 62.2 percent would attract, 35.1 percent not attract, and 2.7 percent no response. Afro-American students responded as follows: 61.8 percent would attract, and 38.2 percent would not attract. Euro-American students responded as follows: 52.3 percent would attract, 46.8 percent would not attract, and .9 percent no response. Other students responded as follows: 20.0 percent would attract, 66.7 percent would not attract, and 13.3 percent no response.

INSERT TABLE 18-L

M. STUDENT BEHAVIOR

The total survey group responded as follows: 45.7 percent would attract, 52.3 percent would not attract, 2.0 percent no response. Asian-American students responded as follows: 29.4 percent would attract, 64.7 percent would not attract, and 5.9 percent no response. Native American students responded as follows: 54.5 percent would attract, 36.4 percent would not attract, and 9.1 percent no response. Hispanic students responded as follows: 35.1 percent would attract, 62.2 percent would not attract, and 2.7 percent no response. Afro-American students responded as follows: 48.5 percent would attract, 49.1 percent would not attract, and 2.4 percent no response. Euro-American students responded as follows: 46.0 percent would attract, 52.9 percent would not attract, and 1.1 percent no response. Other students responded as follows: 45.7 percent would attract, 52.3 percent would not attract, and 2.0 percent no response.

INSERT TABLE 18-M

N. TIME REQUIRED FOR PLANNING OR ADDITIONAL DUTIES AFTER THE SCHOOL-DAY

The total group responded as follows: 42.8 percent would attract, 55.6 percent would not attract, and 1.5 percent no response. Asian-American students responded as follows: 47.1 would attract, 47.1 percent would not attract, and 5.9 percent no response. Native American students responded as follows: 45.5 percent would attract, 45.5 percent would not attract, and 9.1 percent no response. Hispanic students responded as follows: 35.1 percent would attract, 62.2 percent would not attract, and 2.7 percent no response. Afro-American students responded as follows: 47.3 percent would attract, 52.1 percent would not attract, and .6 percent no response. Euro-American students responded as follows: 40.8 percent would attract, 58.0 percent would not attract, and 1.2 percent no response. Other students responded as follows: 53.3 percent would attract, 40.0 percent would not attract, and 6.7 percent no response.

INSERT TABLE 18-N

19. IF I WERE A TEACHER, I WOULD LIKE TO WORK IN THE GRAND RAPIDS SCHOOL DISTRICT:

Response by the total survey group evidenced 57.7 percent responding "yes" versus 42.3 percent responding "no" to the question. Asian-American students had 58.8 percent responding "yes" while 41.2 percent responded "no." Native American students had 54.5 percent responding "yes" and 45.5 percent responding "no." Hispanic students had 58.3 percent responding "yes" and 41.7 percent responding "no." Afro-American students had 70.4 percent responding "yes" versus 29.6 percent selecting "no." Euro-American students had 51.8 percent responding "yes" and 48.2 percent responding "no." Other students had 53.3 percent selecting "yes" and 46.7 percent selecting "no."

INSERT TABLE 19

20. IF I WERE A HIGH SCHOOL TEACHER, MY FIRST CHOICE WOULD TO TEACH THE FOLLOWING SUBJECT: (MARK ONLY YOUR FIRST CHOICE)

Response by the total survey group indicated the following rank order: physical education (13.4 %), mathematics (12.6 %), history (12.2 %), vocational education (11.7 %), art (10.5 %), business (10.5 %), English (9.0 %), social studies/social science (7.9 %), general science (5.0 %), foreign languages (4.3 %), chemistry (1.9 %), and physics (1.0 %). Asian-American students responded in the following rank-order: mathematics (31.3 %), vocational education (18.8 %) history (12.5 %), foreign languages (12.5 %), physical education (6.3 %), art (6.3 %), and English (6.3 %).

Native-American students responded in the following rank-order: physical education (27.3 %), history (18.2 %), mathematics (9.1 %), art (9.1%), social studies/social science (9.1 %), vocational education (9.1 %), business (9.1%), and English (9.1%). Hispanic students responded in the following rank order: mathematics (21.6%), physical education (16.2 %), art (16.2 %), foreign languages (10.8%), vocational education (8.1 %), social studies/social science (5.4 %), general science (5.4%), history (5.4%), business (5.4%), and English (5.4%). Afro-American students responded in the following rank order: business (19.0 %), physical education (18.4 %), mathematics (12.9 %), English (12.9 %), history (10.4 %), vocational education (10.4 %), social studies/social science (5.5 %), general science (1.8 %), and physics (0.6 %). Euro-American students responded in the following rank order: history (13.9%), vocational education (12.7 %), art (11.5 %), mathematics (10.6 %), physical education (10.6%), social studies/social science (9.1%), business (7.7 %), English (7.7 %), general science (6.5 %), foreign languages (5.0 %), chemistry (3.2 %), and physics (1.5 %). Other students responded in the following rank order: social studies/social science (20.0 %), general science (13.3 %), mathematics (13.3 %), physical education (13.3 %), foreign languages (13.3 %), history (6.7 %), vocational education (6.7%), business (6.7 %), and English (6.7 %).

INSERT TABLE 20

21. BASED ON THE FOLLOWING LIST, HOW DOES TEACHING COMPARE AS A CAREER TO OTHER TYPES OF PROFESSIONS LIKE LAW, MEDICINE, BUSINESS, ETC.? (ANSWER FOR EACH ONE)

A. PAY OR SALARY

Response by the total survey group evidenced the following rank order: teaching offers less (88.7 %), teaching offers same (8.8 %), and teaching offers less (2.6 %). Asian-American students responded in the following rank order: teaching offers less (86.7 %), teaching offers same (6.7 %), and teaching offers more (6.7 %). Native American students responded in the following rank order: teaching offers less (81.8 %), teaching offers same (9.1 %), and teaching offers more (9.1 %). Hispanic students responded in the following rank order: teaching offers less (89.2 %), teaching offers same (5.4 %), and teaching offers more (5.4 %). Afro-American students responded in the following rank order: teaching offers less (88.2 %), teaching offers same (9.3 %), and teaching offers more (2.5 %). Euro-American students responded in the following rank order: teaching offers less (89.5 %), teaching offers same (8.7 %), and teaching offers

more (1.7 %). Other students responded in the following rank order: teaching offers less (78.6 %), teaching offers same (14.3 %), and teaching offers more (7.1 %).

INSERT TABLE 21-A

B. DIFFICULTY OF JOB

The total group presented the following rank order in response to the question: teaching offers same (46.6%), teaching offers less (39.8 %), and teaching offers more (13.6 %). Asian-American students responded in the following rank order: teaching offers less (46.7 %), teaching offers same (33.3 %), and teaching offers more (20.0 %). Hispanic students responded in the following rank order: teaching offers same (67.7 %), teaching offers less (27.3 %), and teaching offers more (8.1 %). Afro-American students responded in the following rank order: teaching offers less (45.0 %), teaching offers same (42.5 %), and teaching offers more (12.5 %). Euro-American students responded in the following rank order: teaching offers same (49.6 %), teaching offers less (35.9 %), and teaching offers more (14.6 %). Other students responded in the following rank order: teaching offers same (50.0), teaching offers less (35.7 %), and teaching offers more (14.3 %).

INSERT TABLE 21-B

C. PRESTIGE/STATUS IN BEING A TEACHER

Response by the total survey group provided the following rank order: teaching offers less (57.3 %), teaching offers same (33.5 %), and teaching offers more (9.2 %). Asian-American students responded in the following rank order: teaching offers less (57.1 %), teaching offers same (28.6 %), and teaching offers more (14.3 %). Native American students responded in the following rank order: teaching offers same (54.5 %), and teaching offers less (45.5 %). Hispanic students responded in the following rank order: teaching offers same (48.6 %), teaching offers less (43.2 %), and teaching offers more (8.1 %). Afro-American students responded in the following rank order: teaching offers less (52.5 %), teaching offers same (33.5 %), and teaching offers more (13.9 %). Euro-American students responded in the following rank order: teaching offers less (61.1 %), teaching offers same (31.1%), and teaching offers more (7.3 %). Other students responded in the following rank order: teaching offers less (64.3 %), teaching offers same (28.6 %), and teaching offers more (7.1 %).

INSERT TABLE 21-C

D. OPPORTUNITY FOR CAREER ADVANCEMENT

Response by the total group evidenced the following rank order: teaching offers less (56.1 %), teaching offers same (35.2 %), and teaching offers more (8.6 %). Asian-American students responded in the following rank order: teaching offers less (80.0 %), and teaching offers same (20.0 %). Native American students responded in the following rank order: teaching offers same (50.0 %), teaching offers less (40.0 %), and teaching offers more (10.0 %). Hispanic students responded in the following rank order: teaching offers less (62.2 %), teaching offers same (35.1 %), and teaching offers more (2.7 %). Afro-American students responded in the following rank order: teaching offers less (48.8 %), teaching offers same (35.0 %), and teaching offers more (16.3 %). Euro-American students responded in the following rank order: teaching offers less (58.3 %), teaching offers same 35.6 %), and teaching offers more (6.1 %). Other students responded in the following rank order: teaching offers less (57.1 %), teaching offers same (35.7 %), and teaching offers more (7.1 %).

INSERT TABLE 21-D

E. COLLEGE EDUCATION REQUIRED

When asked this question, the total group evidenced the following rank order: teaching offers same (50.9 %), teaching offers less (33.4 %), and teaching offers more (15.7 %). Asian-American students responded in the following rank order: teaching offers same (53.3 %), teaching offers less (40.0 %), and teaching offers more (6.7 %). Native American students responded in the following rank order: teaching offers less (36.4 %), teaching offers less (36.4 %), and teaching offers more (27.3 %). Hispanic students responded in the following rank order: teaching offers same (43.2 %), teaching offers less (35.1 %), and teaching offer more (21.6 %). Afro-American students responded in the following rank order: teaching offers same (46.9 %), teaching offers less (33.1 %), and teaching offers more (20.0 %). Euro-American students responded in the following rank order: teaching offers same (54.2 %), teaching offers less (33.2 %), and teaching offers more (12.5 %). Other students responded in the following rank order: teaching offers same (42.9 %), teaching offers less (28.6 %), and teaching offers more (28.6 %).

INSERT TABLE 21-E

F. VACATION TIME AVAILABLE

The total survey group evidenced the following rank order: teaching offers more (66.7 %), teaching offers same (20.2 %), and teaching offers less (13.1 %). Asian-

American students responded in the following rank order: teaching offers more (60.0 %), teaching offers same (33.3 %), and teaching offers less (6.7 %). Native American students responded in the following rank order: teaching offers more (63.6 %), teaching offers same (18.2 %), and teaching offers less (18.2 %). Hispanic students responded in the following rank order: teaching offers more (54.1 %), teaching offers same (37.8 %), and teaching offers less (8.1 %). Afro-American students responded in the following rank order: teaching offers more (57.2 %), teaching offers less (23.9 %), and teaching offers same (18.9 %). Euro-American students responded in the following rank order: teaching offers more (72.4 %), teaching offers same (18.6 %), and teaching offers less (9.0 %). Other students responded in the following rank order: teaching offers more (78.6 %), teaching offers same (14.3 %), and teaching offers less (7.1 %).

INSERT TABLE 21-F

G. TIME REQUIRED FOR PLANNING OR ADDITIONAL DUTIES AFTER SCHOOL-DAY

Response by the total survey group evidenced the following rank order: teaching offers same (42.4 %), teaching offers more (34.3 %), and teaching offers less (23.4 %). Asian-American students responded in the following rank order: teaching offers same (40.0 %), teaching offers more (33.3 %), and teaching offers less (26.7 %). Native American students responded in the following rank order: teaching offers same (45.5 %), teaching offers more (36.4 %), and teaching offers less (18.2 %). Hispanic students responded in the following rank order: teaching offers same (41.7 %), teaching offers more (30.6 %), teaching offers less (27.8 %). Afro-American students responded in the following rank order: teaching offers same (38.4 %), teaching offer more (32.1 %), and teaching offers less (29.6 %). Euro-American students responded in the following rank order: teaching offers same (43.4 %), teaching offers more (36.2 %), and teaching offers less (20.4 %). Other students responded in the following rank order: teaching offers same (64.3 %), teaching offers more (21.4 %), and teaching offers less (14.3 %).

INSERT TABLE 21-G

22. WHAT IS THE STARTING SALARY FOR A NEW TEACHER IN YOUR SCHOOL DISTRICT?

When asked this question, the total survey group evidenced the following rank order: $20,000-to-$24,999 (36.1 %), $15,000-to-$19,999 (30.3 %), $25,000-to-$29,999 (13.9 %), $10,000-to-$14,999 (12.0 %), $30,000-to-$34,999 (5.1 %), $40,000-to-$45,000 (1.6 %), and $35,000-to-$39,999 (1.1 %). Asian-American students responded in the following rank order:$15,000-to-$19,999 (43.8 %), $20,000-to-$24,999

(37.5 %), $10,000-to-$14,999 (12.5 %), and $40,000-to-$45,000 (6.3 %). Native American students responded in the following rank order: $20,000-to-$24,999 (40.0 %), $25,000-to-$29,999 (40.0 %), $15,000-to-$19,999 (20.0 %). Hispanic students responded in the following rank order: $20,000-to-$24,999 (30.6 %), $15,000-to-$19,999 (22.2 %), $10,000-to-$14,999 (19.4 %), $25,000-to-$29,999 (11.1 %), $30,000-to-$34,999 (8.3 %), $35,000-to-$39,999 (5.6 %), and $40,000-to-$45,000 (2.8 %). Afro-American students responded in the following rank order: $20,000-to-24,999 (33.3 %), $15,000-to-$19,999 (28.9 %), $10,000-to-$14,999 (18.2 %), $25,000-to-$29,999 (15.1 %), $30,000-to-$34,999 (3.1 %), $35,000-to-$39,999 (0.6 %), and $40,000-to-$45,000 (0.6 %). Euro-American students responded in the following rank order: $20,000-to-$24,999 (38.4 %), $15,000-to-$19,999 (31.6 %), $25,000-to-$29,999 (13.1 %), $10,000-to-$14,999 (8.1 %), $30,000-to-$34,999 (5.6 %), $40,000-to-$45,999 (1.9 %), and $35,000-to-$39,999 (0.9 %). Other students responded in the following rank order: $15,000-to-$19,999 (27.3 %), $25,000-to-$29,000 (27.3 %), $10,000-to-$14,999 (18.2 %), $20,000-to $24,999 (18.2 %), and $30,000-to-$34,999 (9.1 %).

INSERT TABLE 22

DISCUSSION

QUESTIONS 1, 2, AND 3 REQUESTED DEMOGRAPHIC INFORMATION AND ARE DISCUSSED IN OTHER SECTIONS OF THIS REPORT.

4. WHAT IS YOUR MOTHER'S OR FATHER'S HIGHEST LEVEL OF EDUCATION?

Approximately 83 percent of the students indicated parents having completed at least high school, and approximately 58 percent having completed a community/junior college or higher. Minority students reported a percentages of parental success in higher education which suggests role models may be available to encourage entry into higher education. At the community/junior college level Native American, Hispanic, and Afro-American students surpassed Euro-American students. At the 4-year college level, Asian-American and Hispanic students surpassed Euro-American students, and Afro-American students were only slightly behind Euro-American students. At the graduate and professional levels, Asian-American students surpassed Euro-American students. Based on their responses, minority students reported a percentage of parental success in higher education which suggests role models may be available to encourage entry into higher education.

5. IS YOUR MOTHER OR FATHER A TEACHER OR SCHOOL ADMINISTRATOR?

Across groups, from a high of 18.2 percent to a low of 10.1 percent, students noted having a parent as a teacher or school administrator. The availability of these role models gives hope to attracting more students into the field of education. However, if the literature is correct (Sullivan and Dziuban, 1987; Page and Page, 1984), they may be discouraging their children from choosing teaching as a career choice.

6. WHAT IS YOUR HIGH SCHOOL GRADE POINT AVERAGE (G.P.A.)?

High school gpa's across groups evidenced a supply of seniors who are eligible to meet the admission requirements (2.50 or higher) of many institutions of higher education. If these self-reports are accurate and represent true measures of ability, efforts should be designed to make use of this pool of minority talent. The dilemma of the declining minority educator may be solved by increasing the number of qualified minority students, and making them aware of the career opportunities in the field of education.

7. AFTER HIGH SCHOOL GRADUATION WHAT ARE YOUR PLANS?

Response to this question suggests that a high percentage of students have an interest in attending college, as compared to other types activities. Their degree of interest suggests that certain intervening variables may be taking their toll on the college participation of minority students; financial assistance, standardized tests, lack of prerequisite skills, encouragement, etc.

8. AS A HIGH SCHOOL JUNIOR OR SENIOR, HAS ANYONE TALKED TO YOU ABOUT BECOMING A TEACHER.

For the total survey group, only 18.4 percent of the students indicated that someone had talked to them about becoming a teacher. Hispanic, Asian-American, and Afro-American students were lower than Euro-American students in responding that someone had talked to them about becoming a teacher.

9. AS A HIGH SCHOOL JUNIOR OR SENIOR, HAVE YOU ASKED A TEACHER WHY THEY SELECTED TEACHING AS A CAREER?

The majority of students have not asked a teacher why they selected teaching as a career choice. However, Afro-American students (38.8 %) were more likely to express an interest than Euro-American students (37.1 %), followed by Hispanic students (35.1 %). If we assume that asking this question is an expression of interest, we may conclude that Afro-American and Hispanic students have a healthy interest in obtaining more information about the field of education. If so, then other intervening variables may be restricting the "pipeline" of their success in becoming a classroom teacher.

10. If GIVEN A SCHOLARSHIP, WOULD YOU BECOME A TEACHER?

Response by the total survey group evidenced 37.2 percent of the students willing to become a teacher if given a scholarship. Ethnic-group figures present 26 percent of the Asian-American students, 50 percent of the Native American students, 27 percent of the Hispanic students, and 36 percent of the Afro-American students , and 53.3 percent of the Euro-American students willing to become a teacher if given a scholarship. These figures may suggest that their exists a number of minority students who are willing to become a teacher, if they are provided financial support or incentives. Successful recruitment programs may require the establishment of scholarship awards to be competitive with other career options.

11. DO YOU THINK TEACHING IS A WORTHWHILE PROFESSION FOR MEN TO ENTER?

Response by the total survey group evidenced most students supporting the attitude that teaching is a worthwhile profession for men to enter. Across groups, less than 25% of the students did not consider teaching a worthwhile profession for men. Historically, teaching within the various minority communities has offered the opportunity for employment, by choice or by denial, for both males and females. Data suggest that recruitment activities may be successful among both minority and non-minority males.

12. DO YOU THINK TEACHING IS A WORTHWHILE PROFESSION FOR WOMEN TO ENTER?

Response by the total group evidenced most students supporting the attitude that teaching is a worthwhile profession for women to enter. Less than 13.5 of any ethnic group did not consider teaching a worthwhile profession for women. As was noted in the discussion of question number 11, teaching within the minority communities has offered the opportunity of employment for both males and females. Data suggest that recruitment efforts may be successful among both minority and non-minority females.

13. HOW MUCH DO YOU THINK THAT TEACHERS ENJOY THEIR WORK?

Response by the total group and by the various ethnic/racial groups presented the majority of the students selecting "most of the time" or "some of the time." Of the groups selecting "very little" were Asian-American students, Afro-American students, and Euro-American students. Of the groups selecting "not at all" were the Hispanic students, Afro-American students, and Euro-American students. In general, most students indicated favorable attitudes about the job satisfaction of their teachers.

14. HOW MUCH HAVE EACH OF THE FOLLOWING INDIVIDUALS ENCOURAGED YOU TO BECOME A TEACHER?

In response to the various categories, few individuals within the schools or in the community were offering encouragement of these students to become teachers. In all cases, the majority of students selected the option of "none." Except for the category "relative(s)", Euro-American students were likely to receive more encouragement to become teachers than any of the minority students. In all of the categories, minority students were more likely to be discouraged from becoming a teacher than a Euro-American student.

15. IF YOU WERE A TEACHER, YOU WOULD CHOOSE TO TEACH IN A (TYPE OF DISTRICT):

In response to this question the majority of all students were more likely to prefer a middle-size school district than a large-urban, suburban, or rural district. Minority students were more likely to select a large-urban district than Euro-American students. With the exception of Asian-American students, Euro-American students were more likely to select a suburban district than the other minority groups. Except for Asian-American students, Euro-American students were more likely to choose a rural school district than the other minority groups.

These results suggest that large-urban districts may be facing a greater crisis in the availability of teachers, especially if the future teacher pool looses its representation of minority teachers.

16. IF YOU WERE A TEACHER, YOU WOULD CHOOSE TO TEACH: SPECIAL EDUCATION OR REGULAR EDUCATION.

The majority of all students were more likely to prefer regular education as a teaching choice over special education. Asian-American and Afro-American students were more willing to select special education than Euro-American students. Native American students followed slightly behind Euro-American students in their choice of special education. Hispanic students had the lowest preference (2.9 %) for teaching special education than any other group.

With the high representation of minority students in special education, minority teacher representation has been of considerable concern of the various professional groups, such as the Council for Exceptional Children. Except for Hispanic students, these figures suggest that their may be interest on the part of high school seniors, across ethnic groups, to select special education as a career choice. Interest on the part of students may be influenced by prior experiences or stereotypes held about special education, rather than information obtained from professional role models.

17. IF YOU WERE A TEACHER, YOU WOULD CHOOSE TO TEACH (INSTRUCTIONAL LEVEL):

In response to this question, the majority of students indicated a desire to teach at the high school level. However, interest in teaching across all levels was evidenced by all ethnic groups, except for Asian-American Their interest may be influenced more by their immediate experience in high school rather than knowledge of the

opportunities and challenges required in the instructional levels below high school. If recruitment efforts are to be successful in meeting future needs, high school students will require information on the training and responsibilities associated with teaching in the various grade levels.

18. ...CHARACTERISTICS OF TEACHING ATTRACTING OR NOT ATTRACTING.

For the total group, those characteristics most attractive about teaching included: fringe benefits, job security, vacations, working conditions, helping children, and career advancement. Those factors which were reported not to be attractive about teaching included: salary or pay, prestige/status, and difficulty of the job. Those factors which seemed to split the groups were as attracting and not attracting included: job availability, student behavior, support given by school administrators, support given by parents, and time required for planning after school.

Use of this data may assist in the design of recruitment programs which build on those areas that students perceive as being attractive about teaching. Special efforts must be taken to make students knowledgeable about the status of those areas which offered "split" opinions or were deemed as "not attractive" about teaching.

19. I WOULD LIKE TO WORK IN THE GRAND RAPIDS SCHOOL DISTRICT?

Most students indicated that they would like to work in the Grand Rapids School District. Across ethnic groups, minority students were more willing to work in the Grand Rapids School District than Euro-American students. As a school district that has offered many minority role models in teaching and administrative positions, it may be viewed as an employer that offers positive career opportunities for minorities when compared to other employers. The history and efforts of the Grand Rapids School District should work to its advantange as it competes with other school districts for minority teachers and administrators.

20. IF I WERE A HIGH SCHOOL TEACHER, MY FIRST CHOICE WOULD BE TO TEACH THE FOLLOWING SUBJECT:

Response by the total survey group indicated a diversity of interests in regards to choice of high school subject to teach. Asian-American students selected all subjects except for chemistry, general science, and social studies/ social science. Native American students selected all subjects except for chemistry, foreign languages, general science, and physics. Hispanic students selected all

subjects except for chemistry, and physics. Afro-American students selected all subjects except for chemistry. Euro-American students selected all subjects.

Data suggests a breath of secondary subject interests which could permit an even broader representation of minority teachers across subject areas. Stereotypes of perceived minority student subject interests does not hold true for students involved in this survey.

21. ...HOW DOES TEACHING COMPARE AS A CAREER TO OTHER TYPES OF PROFESSIONS LIKE LAW, MEDICINE, BUSINESS, ETC.?

For the total survey group, the majority of students responded that teaching offers more of the following: vacation time available. They reported that teaching offers the same of the following: difficulty of job, college education required, and time required for planning or additional duties the school-day. They reported that teaching offers less of the following: pay or salary, prestige/status in being a teacher, and opportunity for career advancement.

Data suggests areas of concern which must be addressed if we are to be successful in our recruitment efforts. Other than the extended, unpaid vacations, experienced by teachers, these student were unable to report any other characteristic of teaching which made it a better career choice than choosing another profession.

22. WHAT IS THE STARTING SALARY FOR A NEW TEACHER IN YOUR SCHOOL DISTRICT?

Across groups, the majority of students were not aware of the starting salary of a new teacher in their school district ($20,000 to $24,000). It may be considered as further evidence of the lack of awareness that students have about the field of education. Since low salaries have been noted as a reason for discouraging them from selecting teacher education as a career choice, knowledge of the improved status of teacher salaries may assist the opportunity of recruiting them into the field.

SUMMARY

The results of this study suggest that a pool of minority high school students are available to be recruited into teacher education programs. Intervening variables, such as financial support, career awareness, lack of positive information about the field, and encouragement from significant others, appear to be barriers in getting them into the teacher training pipeline. The "problem" of declining minority enrollments in teacher education programs may be attributed primarily to the institutions that develop and nurture future teachers, than with minority students.

If we are sincere in desiring an equitable representation of minorities as educators, American will have to guarantee that teacher education continues to be inclusive rather than exclusive. As stated by Earnest L. Boyer (1990), we must recognize that inequality is rooted in society at large, and it falls on higher education to have an unequivocal commitment to social justice.

It is important that we confront those factors which have resulted in the dismal enrollments of minorities in our teacher preparation programs. Somehow the intervening variables which are mentioned in this paper, have become effective gatekeepers in restricting minority student enrollments across all fields of study. If our nation's schools are to reflect the model of a "just society" minorities will have to be empowered with an equitable representation of teachers and school administrators.

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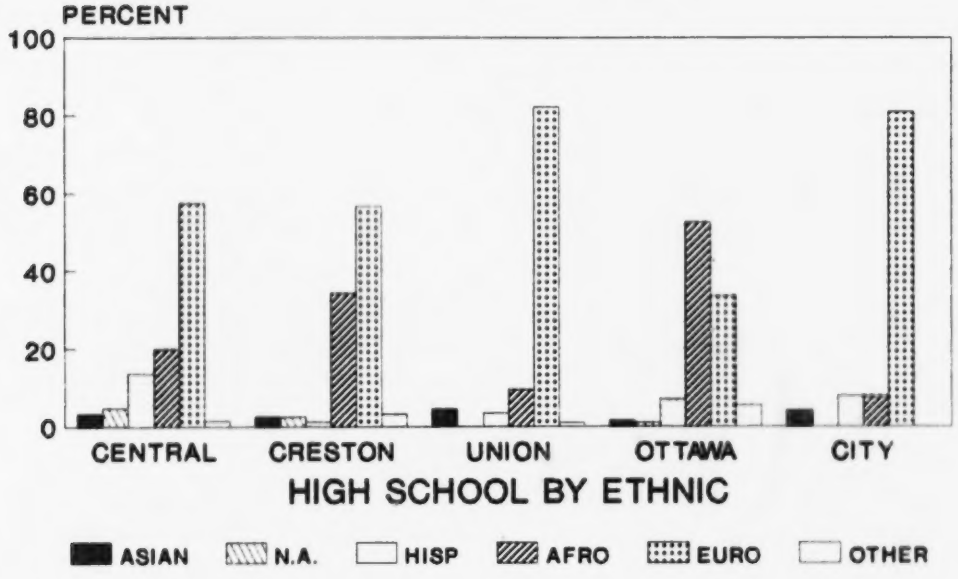
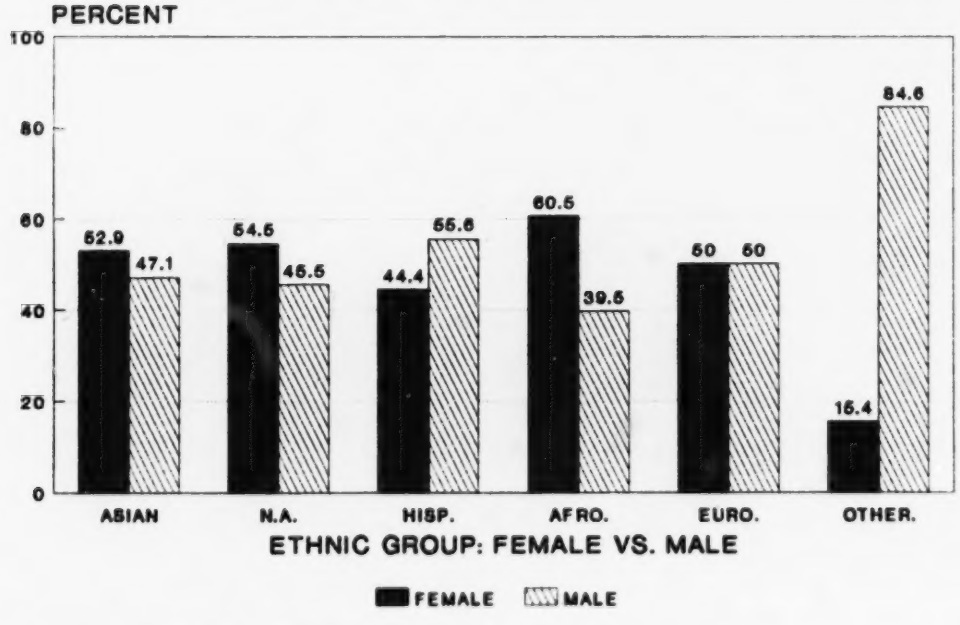
1. HIGH SCHOOL ?
GRAND RAPIDS SCHOOL DISTRICT



DR. F. MACK AND DR. T. JACKSON

n = 583

2. GENDER BY ETHNIC GROUP
FEMALE VS. MALE WITHIN GROUP



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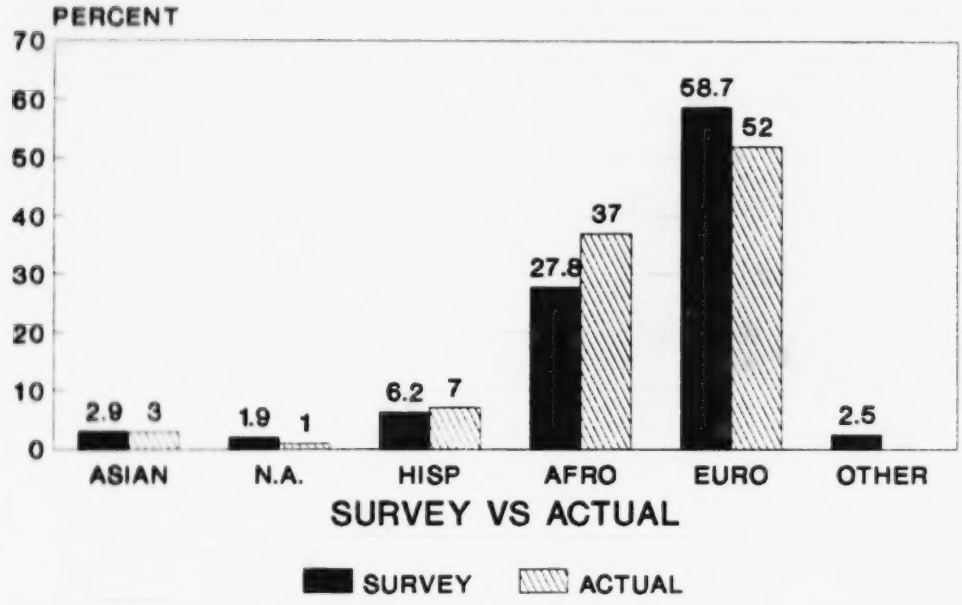
n = 583

3. ETHNIC DISTRIBUTION

N = 593



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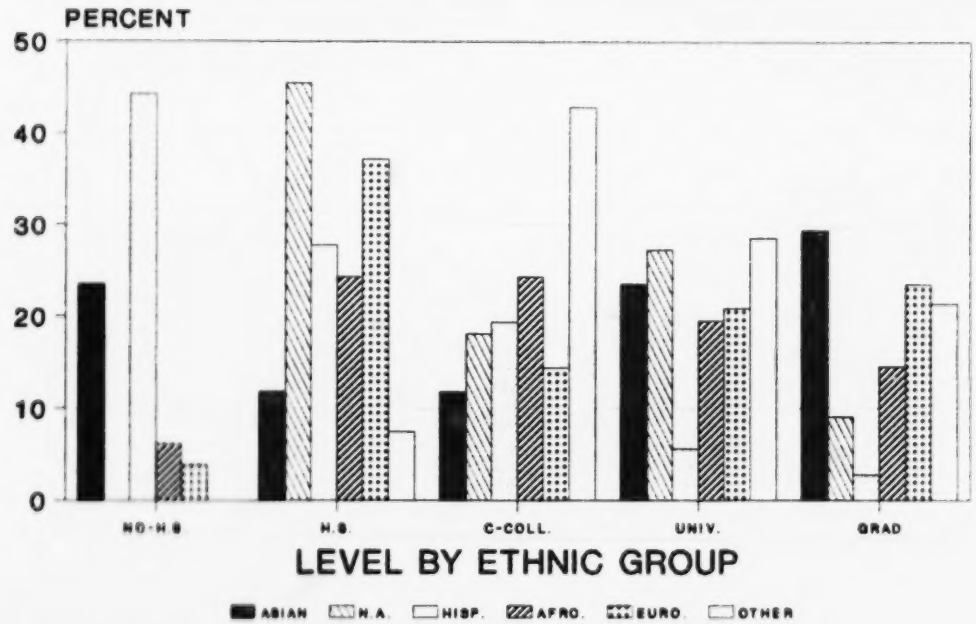
4. WHAT IS YOUR MOTHER'S OR FATHER'S HIGHEST LEVEL OF EDUCATION?



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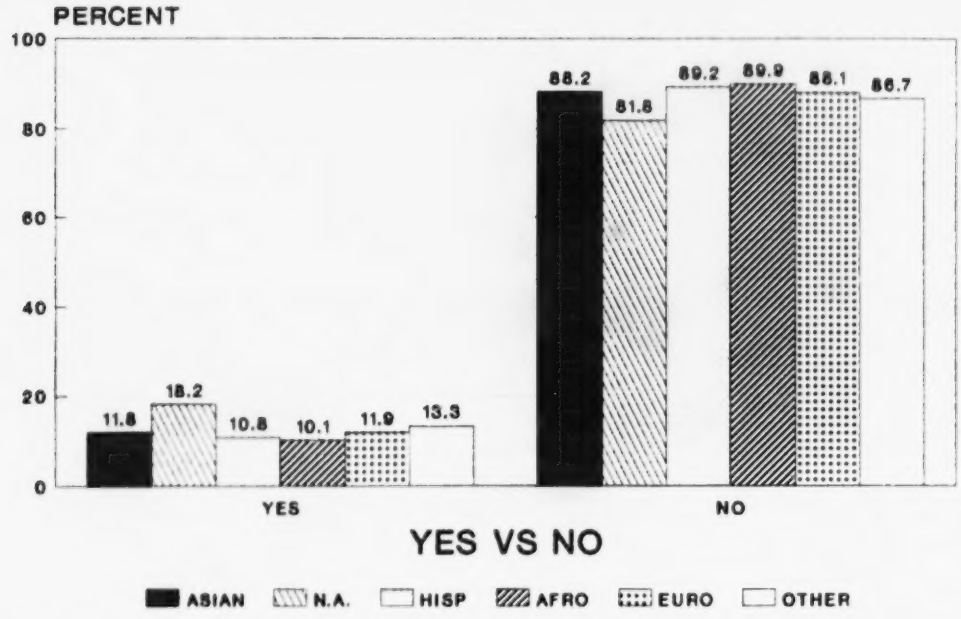
5. IS YOUR MOTHER OR FATHER A TEACHER OR SCHOOL ADMINISTRATOR?



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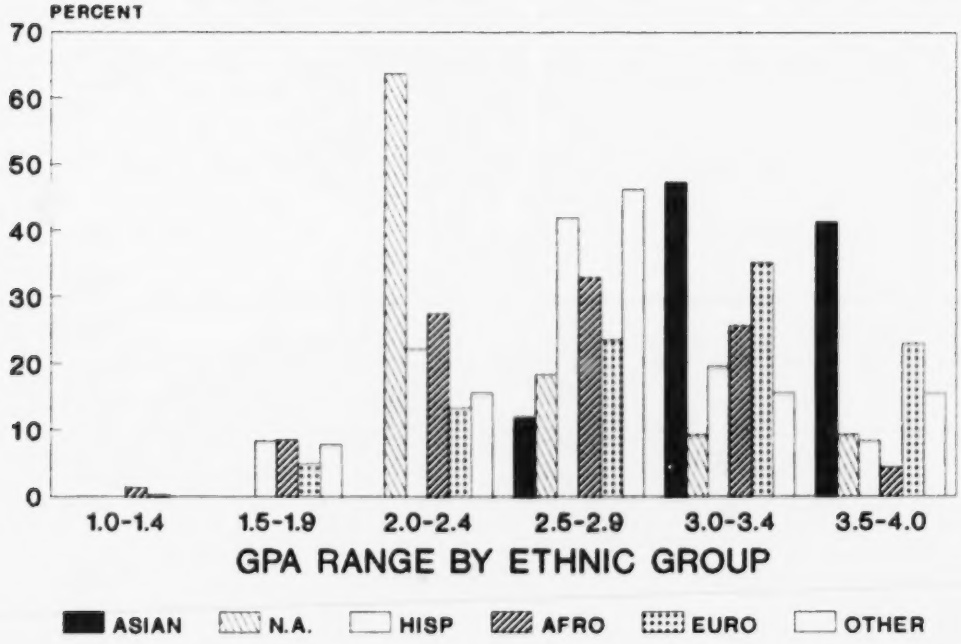
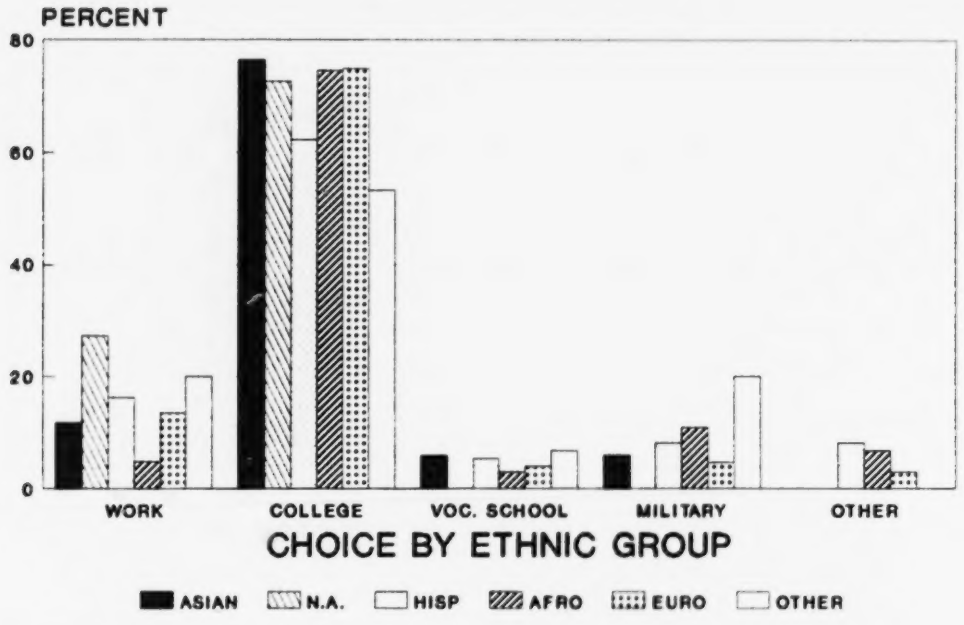
6. WHAT IS YOUR HIGH SCHOOL G.P.A. ?



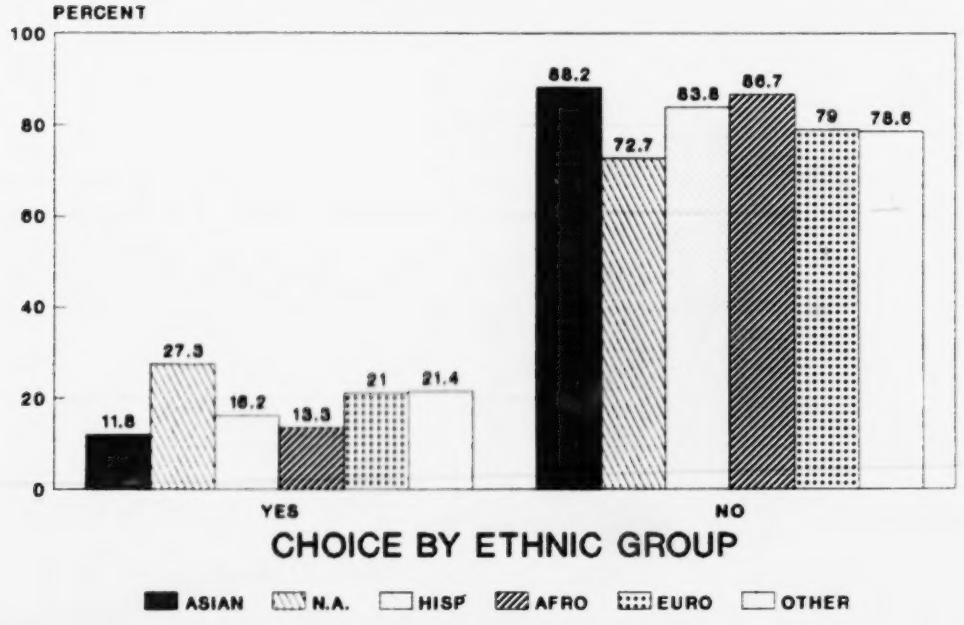
DR. F. MACK AND DR. T. JACKSON n = 586

7. AFTER HIGH SCHOOL GRADUATION WHAT ARE YOUR PLANS?



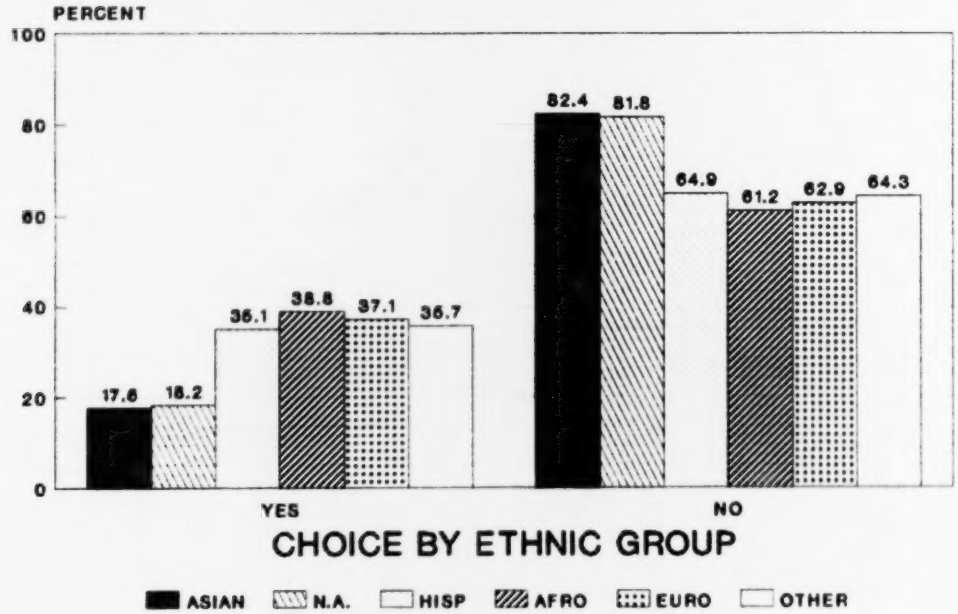
DR. F. MACK AND DR. T. JACKSON n = 592

8. ...HAS ANYONE TALKED TO YOU ABOUT BECOMING A TEACHER?



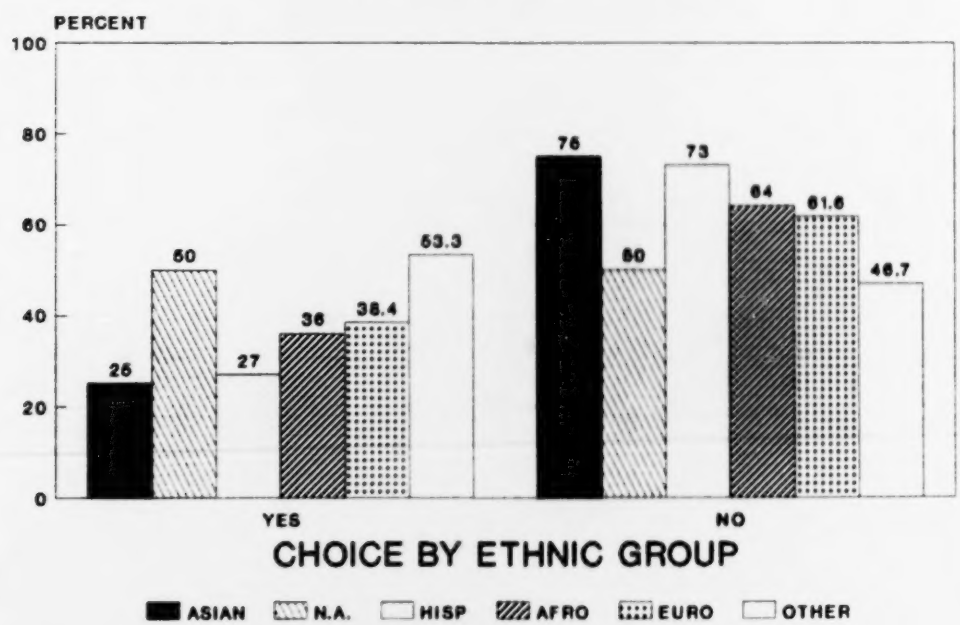
DR. F. MACK AND DR. T. JACKSON n = 592

9. ... HAVE YOU ASKED A TEACHER WHY THEY SELECTED TEACHING AS A CAREER?



DR. F. MACK AND DR. T. JACKSON n = 592

10. IF GIVEN A SCHOLARSHIP, WOULD YOU BECOME A TEACHER?



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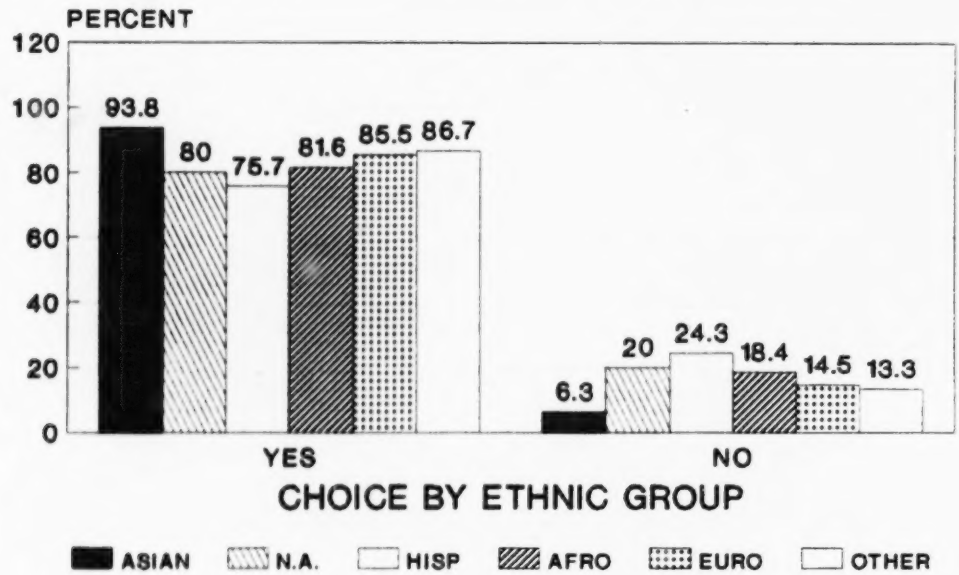
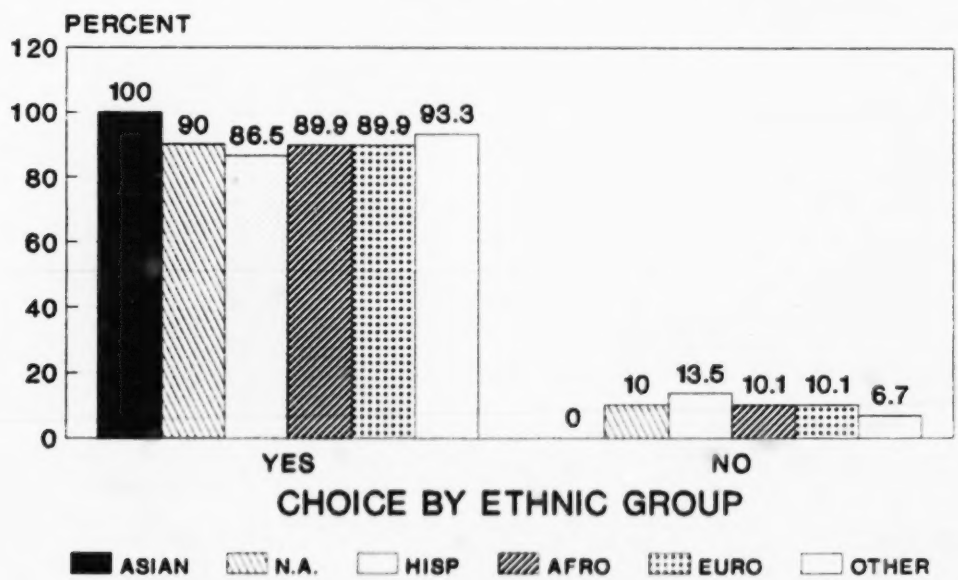
11. TEACHING IS A WORTHWHILE PROFESSION FOR MEN...



DR. F. MACK AND DR. T. JACKSON n = 585

12. TEACHING IS A WORTHWHILE PROFESSION FOR WOMEN...



DR. F. MACK AND DR. T. JACKSON n = 587

13. HOW MUCH DO YOU THINK TEACHERS ENJOY THEIR WORK?

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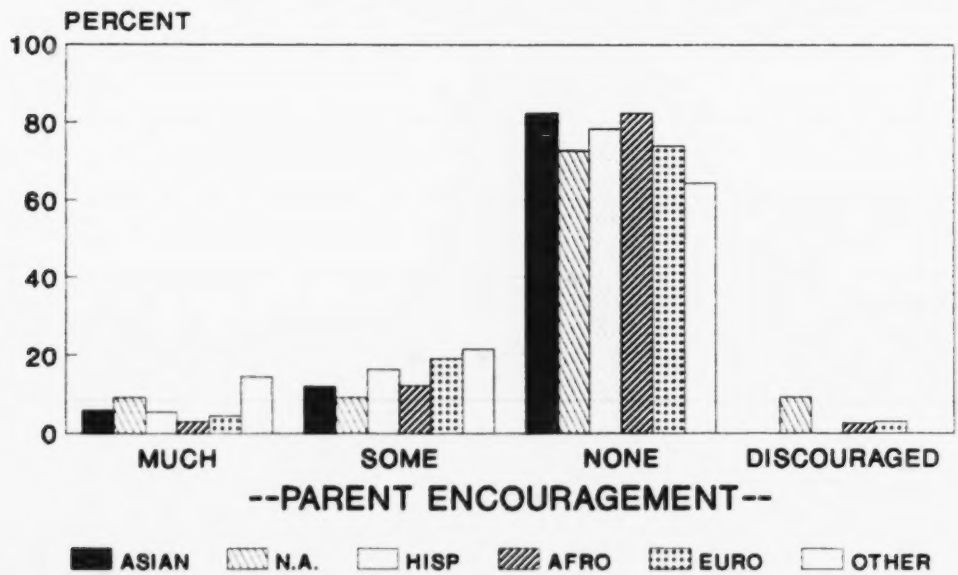
14-A. ...ENCOURAGED YOU TO BECOME A TEACHER?--PARENTS



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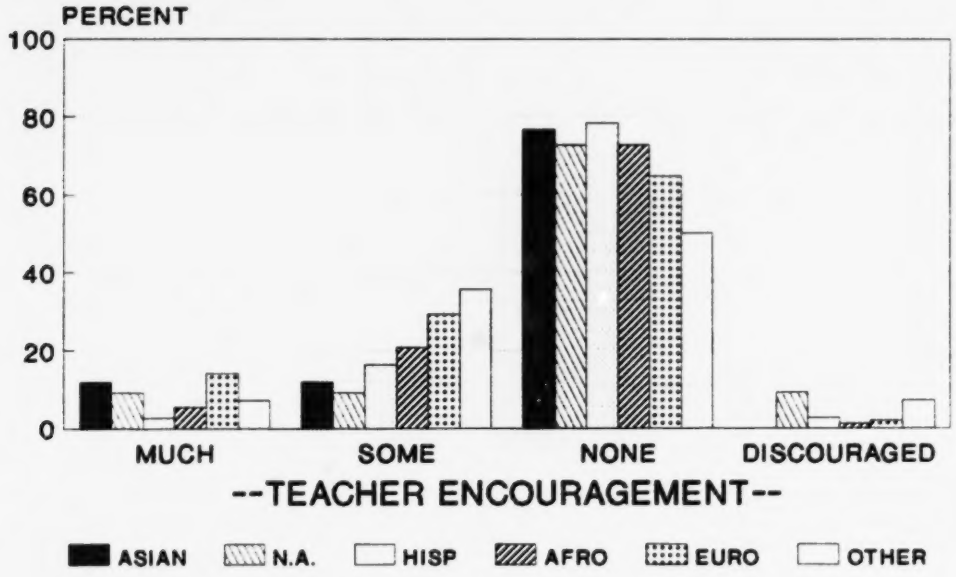
14-B ...ENCOURAGED YOU TO BECOME A TEACHER?--TEACHERS



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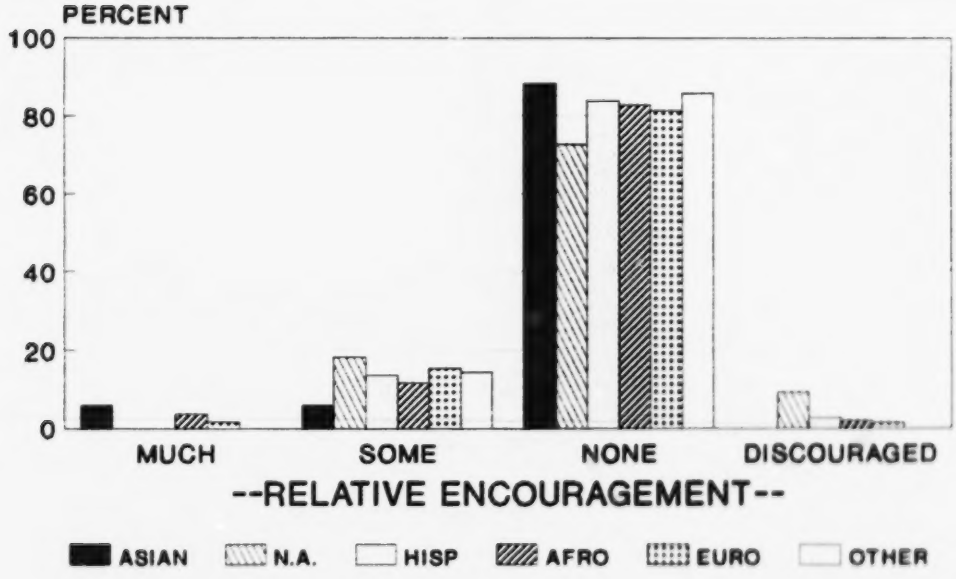
n = 590

14-C ...ENCOURAGED YOU TO BECOME A TEACHER?--RELATIVES



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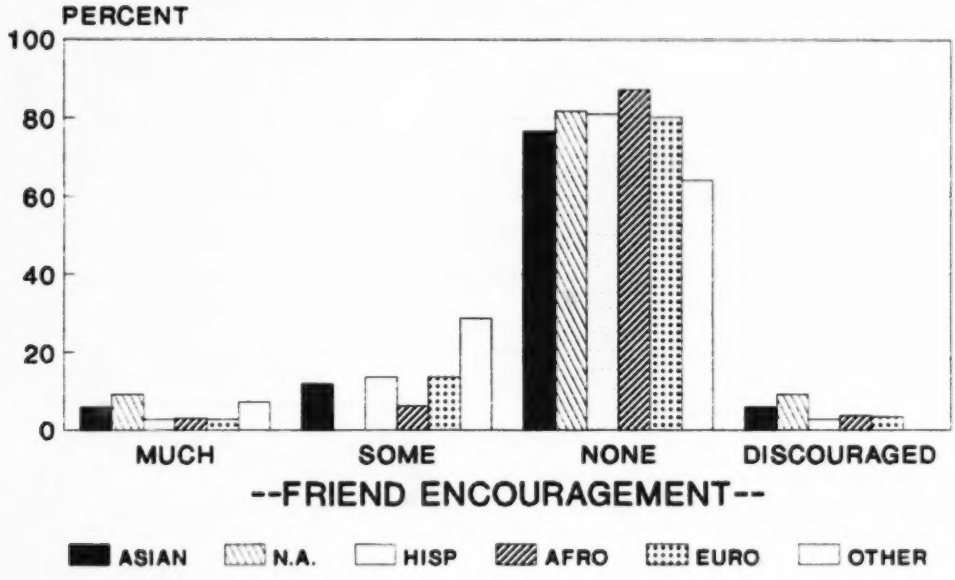
14-D ...ENCOURAGED YOU TO BECOME A TEACHER?--FRIENDS



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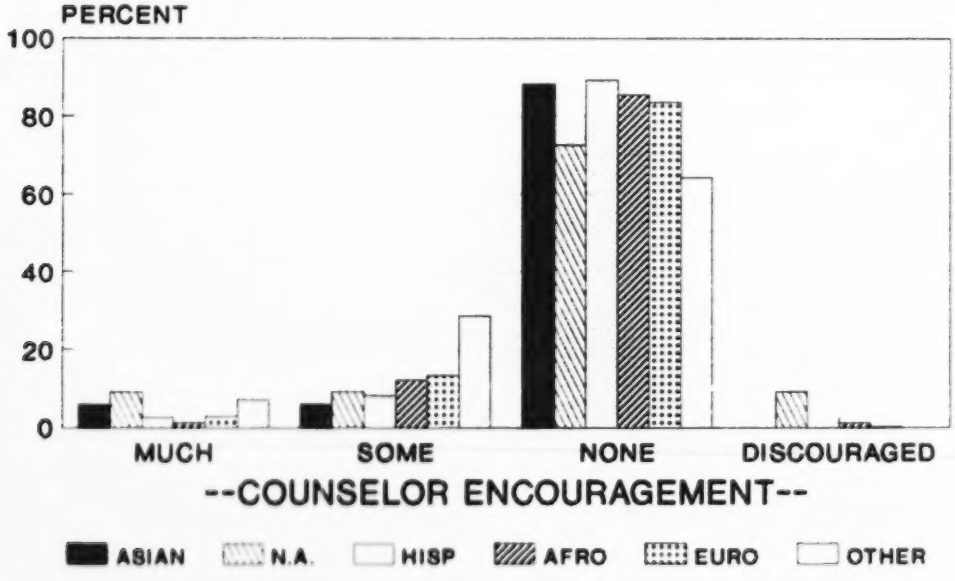
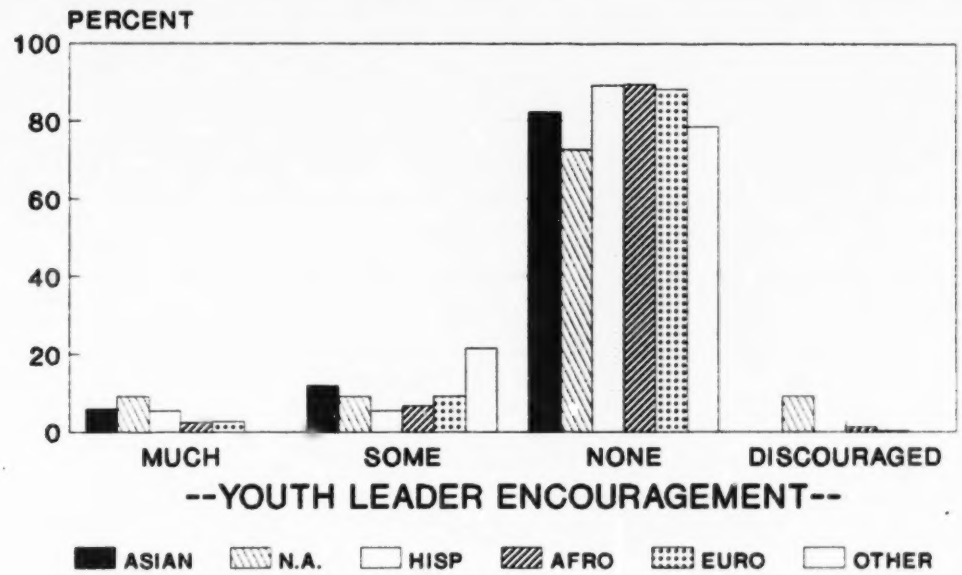
14-E ...ENCOURAGED YOU TO BECOME A TEACHER?--COUNSELORS



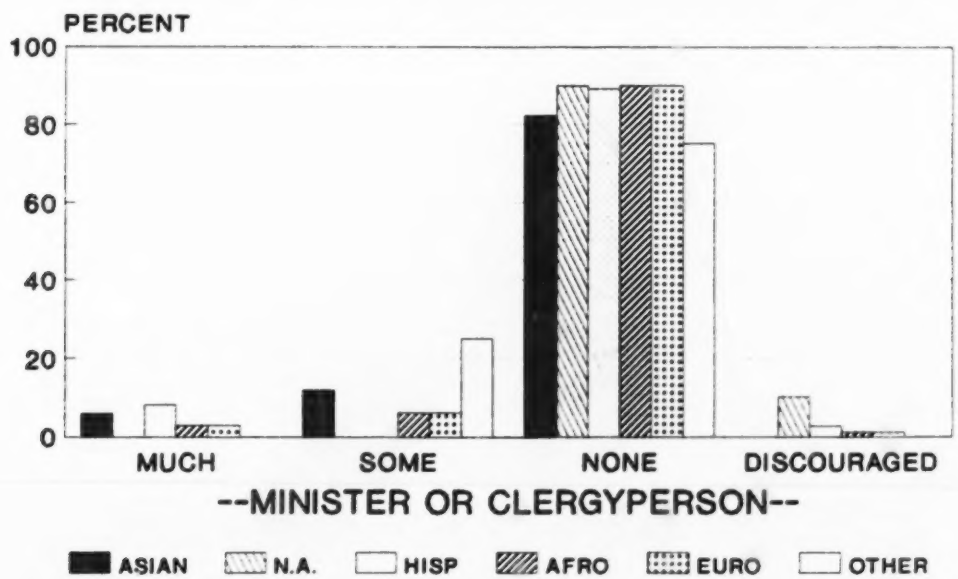
DR. F. MACK AND DR. T. JACKSON n = 590

14-F ...ENCOURAGED YOU TO BECOME A TEACHER?--YOUTH LEADER



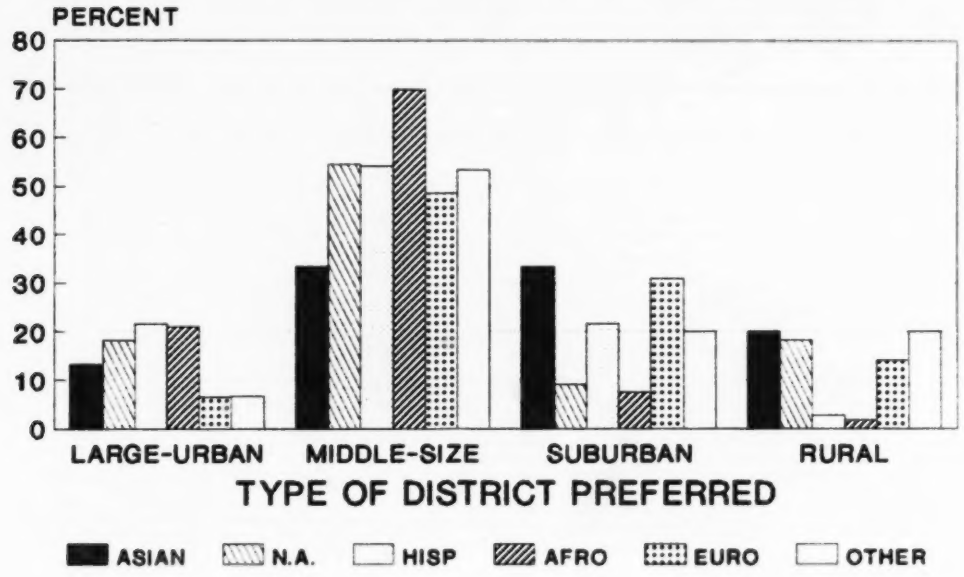
DR. F. MACK AND DR. T. JACKSON n = 589

14-G ...ENCOURAGED YOU TO BECOME A TEACHER?--MINISTER



DR. F. MACK AND DR. T. JACKSON n = 587

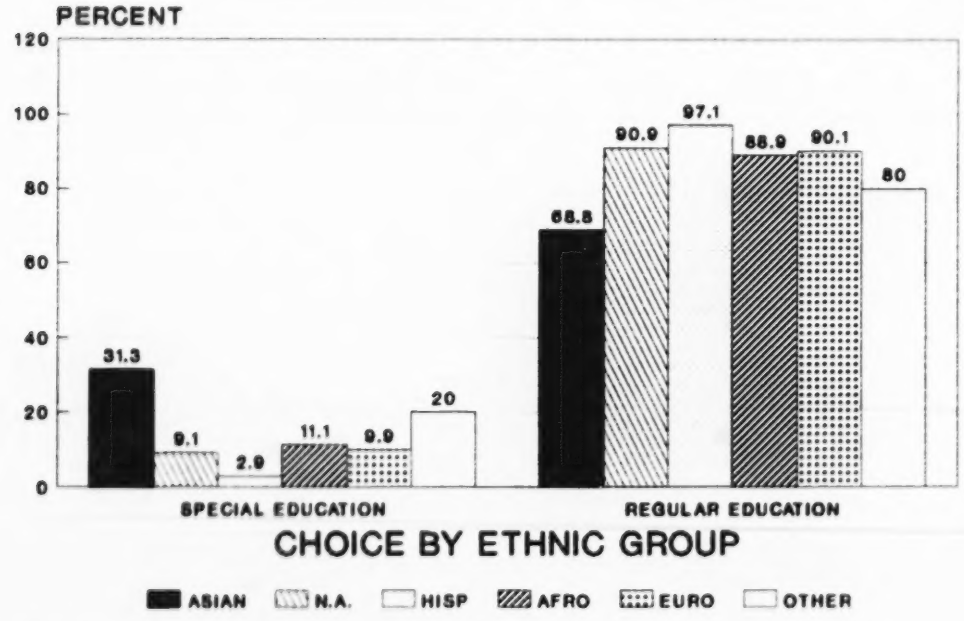
15. IF...A TEACHER, (TYPE OF DISTRICT PREFERRED):



DR. F. MACK AND DR. T. JACKSON

n = 581

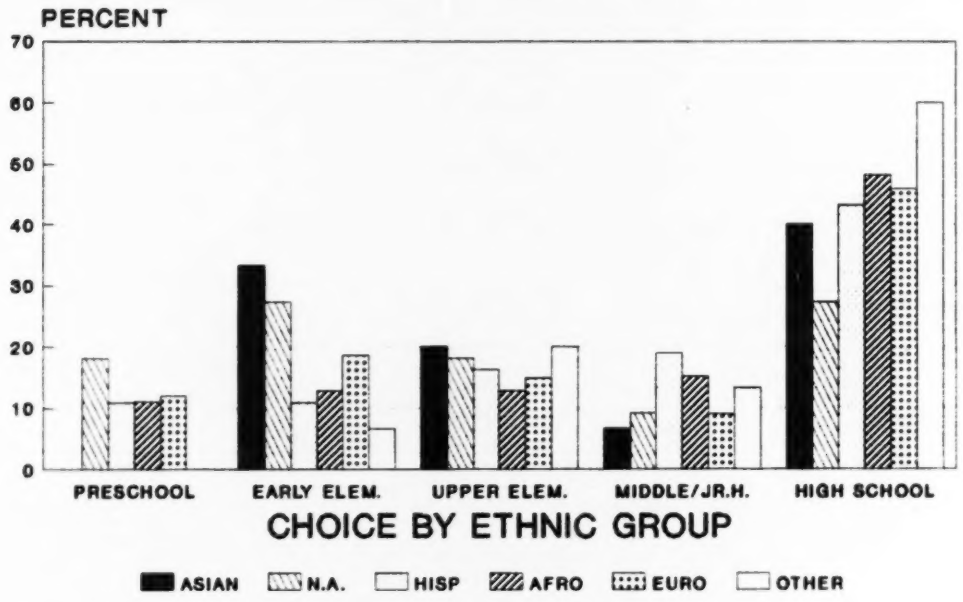
16. ...YOU WOULD CHOOSE TO TEACH: SPECIAL EDUCATION OR REGULAR EDUCATION



DR. F. MACK AND DR. T. JACKSON

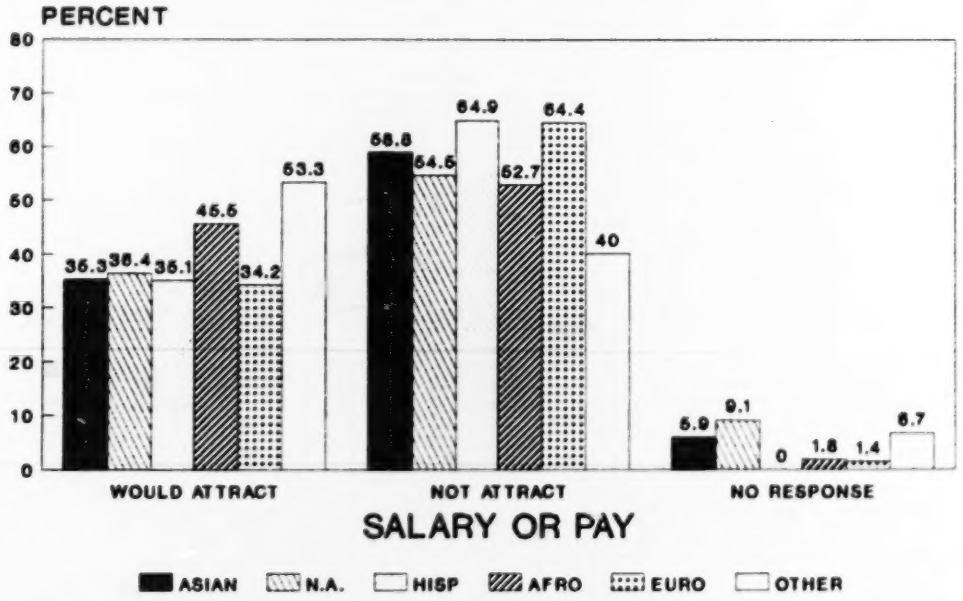
n = 583

17. ...YOU WOULD CHOOSE TO TEACH: (INSTRUCTIONAL LEVEL)



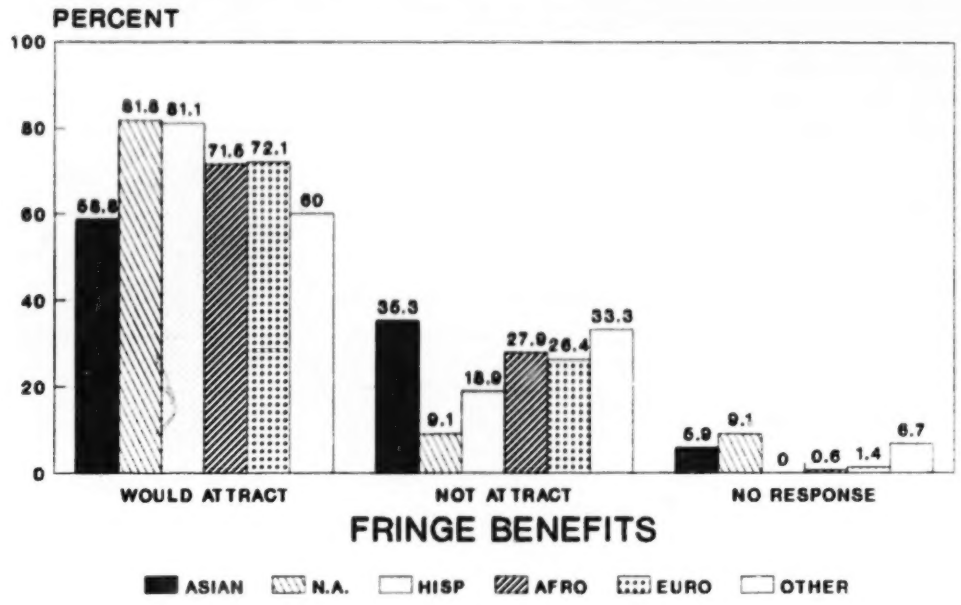
DR. F. MACK AND DR. T. JACKSON n = 587

18-A. ...CHARACTERISTICS OF TEACHING ATTRACTING OR NOT ATTRACTING...



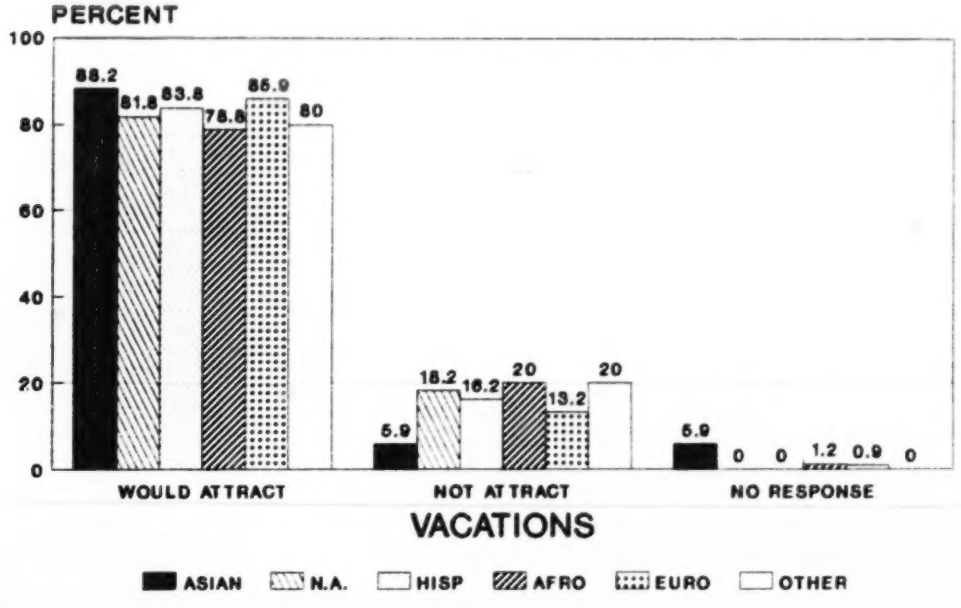
DR. F. MACK AND DR. T. JACKSON n = 593

18-B. ...CHARACTERISTICS OF TEACHING ATTRACTING OR NOT ATTRACTING...



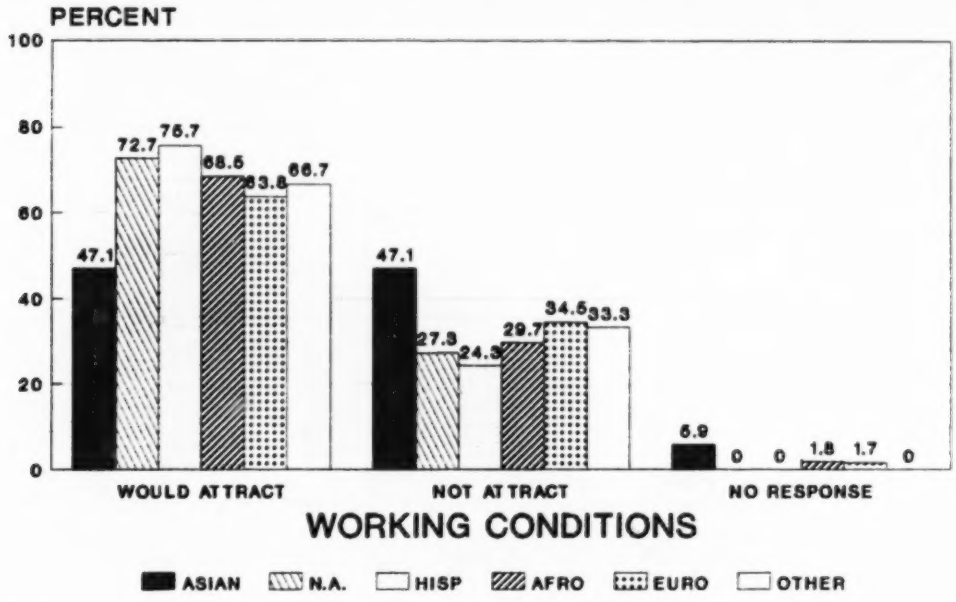
DR. F. MACK AND DR. T. JACKSON n = 593

18-C. ...CHARACTERISTICS OF TEACHING ATTRACTING OR NOT ATTRACTING...



DR. F. MACK AND DR. T. JACKSON n = 593

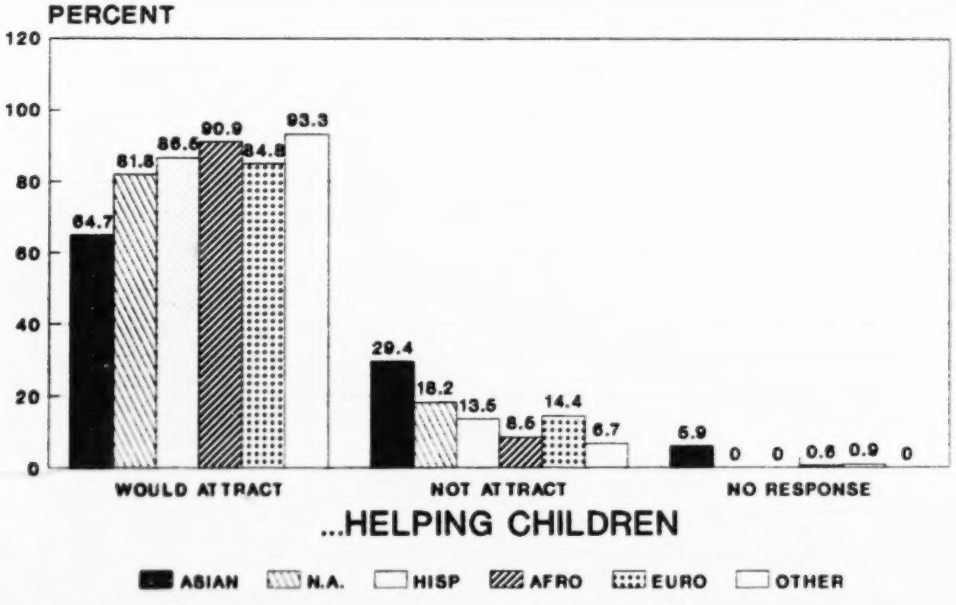
18-D. ...CHARACTERISTICS OF TEACHING ATTRACTING OR NOT ATTRACTING...



DR. F. MACK AND DR. T. JACKSON

n = 593

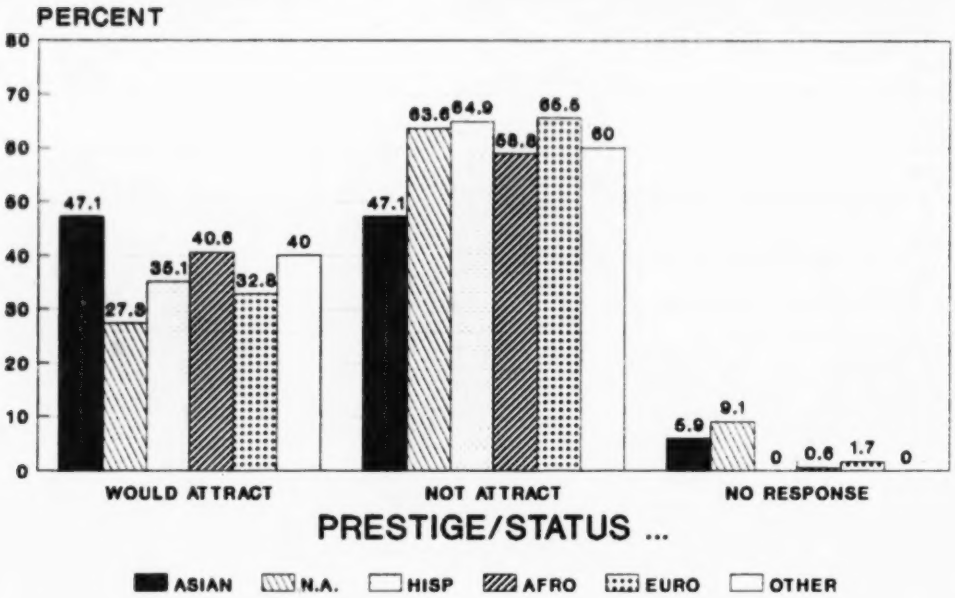
18-E. ...CHARACTERISTICS OF TEACHING ATTRACTING OR NOT ATTRACTING...



DR. F. MACK AND DR. T. JACKSON

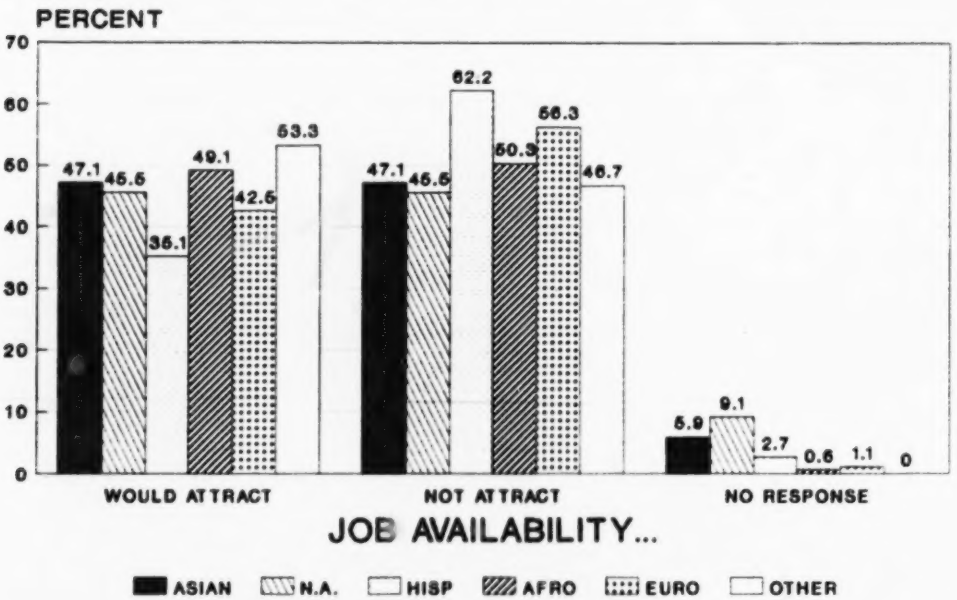
n = 593

18-F. ...CHARACTERISTICS OF TEACHING ATTRACTING OR NOT ATTRACTING...



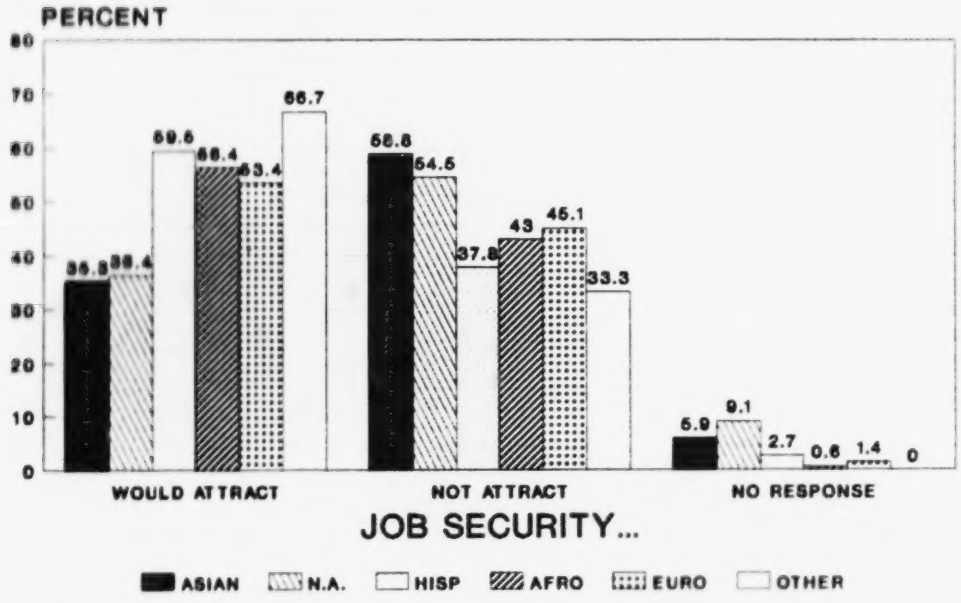
DR. F. MACK AND DR. T. JACKSON n = 593

18-G. ...CHARACTERISTICS OF TEACHING ATTRACTING OR NOT ATTRACTING...



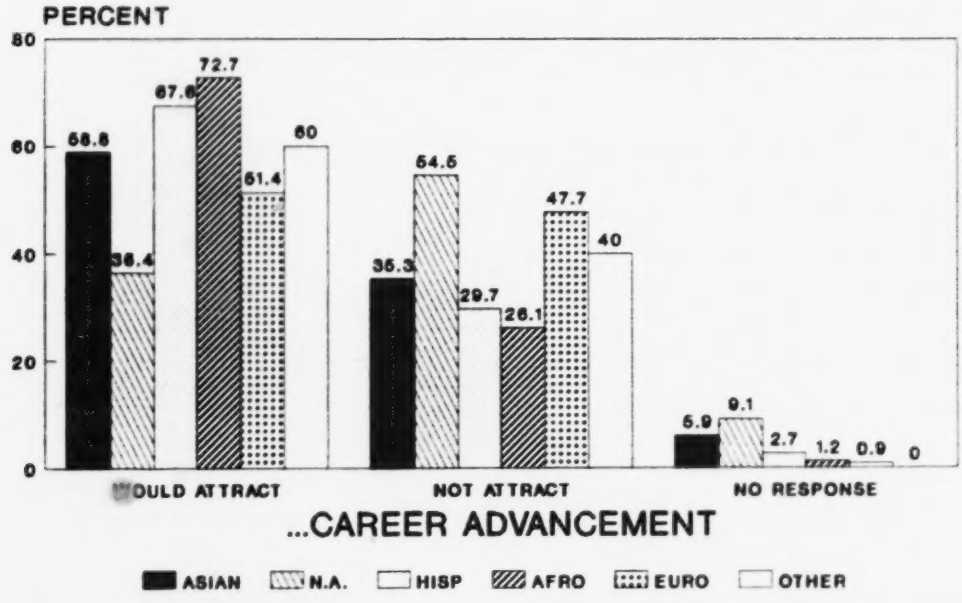
DR. F. MACK AND DR. T. JACKSON n = 593

18-H. ...CHARACTERISTICS OF TEACHING ATTRACTING OR NOT ATTRACTING...



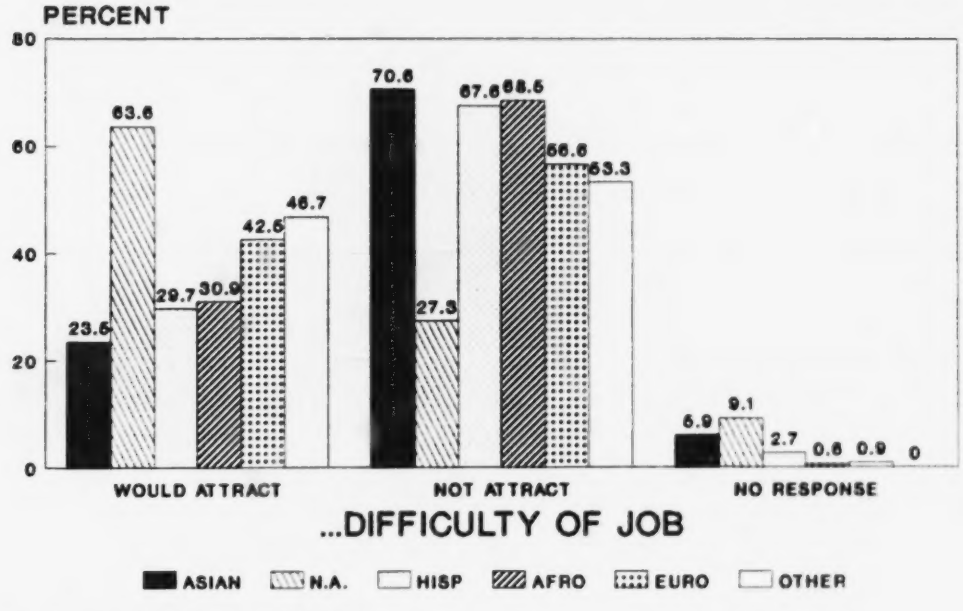
DR. F. MACK AND DR. T. JACKSON n = 593

18-I ...CHARACTERISTICS OF TEACHING ATTRACTING OR NOT ATTRACTING...



DR. F. MACK AND DR. T. JACKSON n = 593

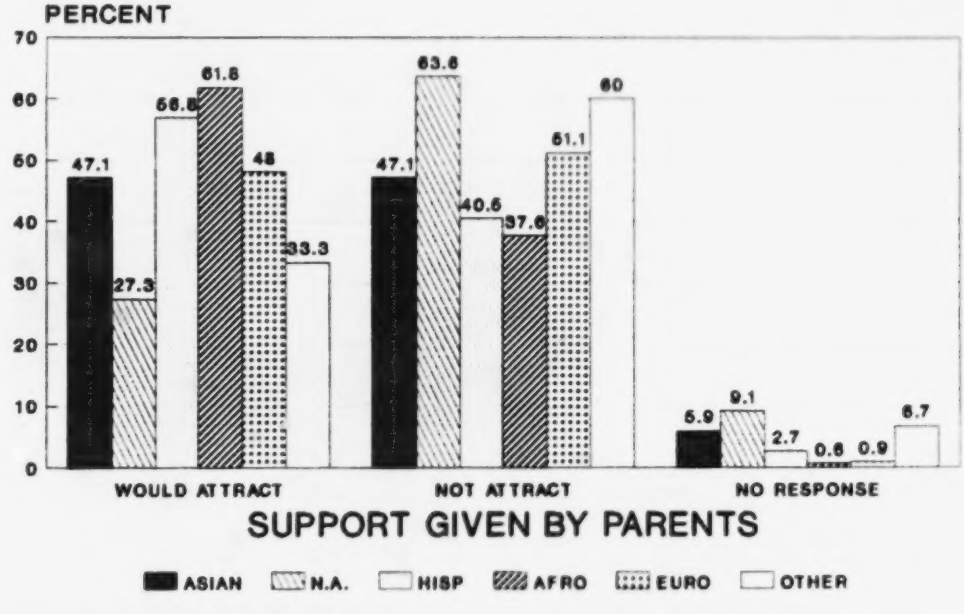
18-J ...CHARACTERISTICS OF TEACHING ATTRACTING OR NOT ATTRACTING...



DR. F. MACK AND DR. T. JACKSON

n = 593

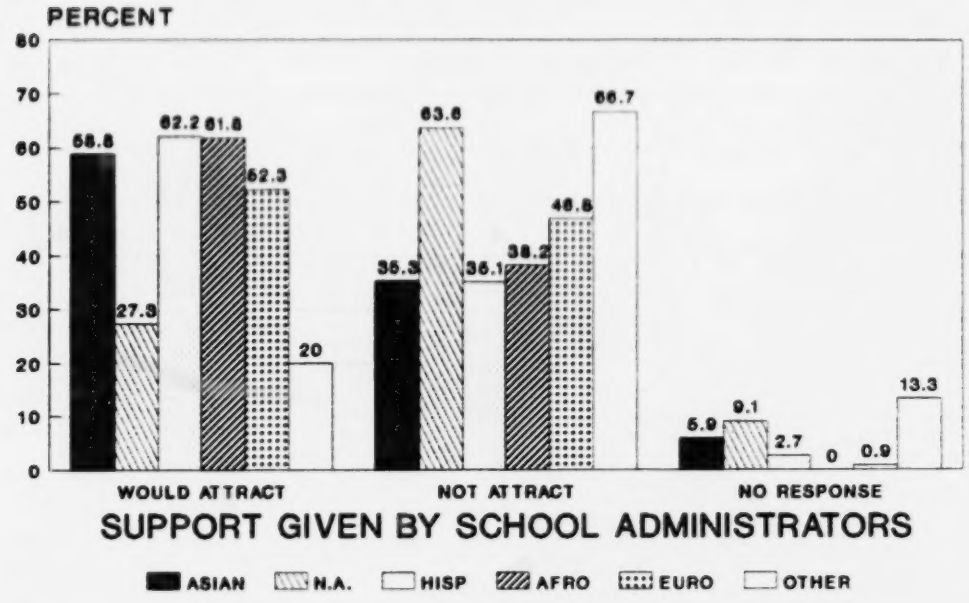
18-K ...CHARACTERISTICS OF TEACHING ATTRACTING OR NOT ATTRACTING...



DR. F. MACK AND DR. T. JACKSON

n = 593

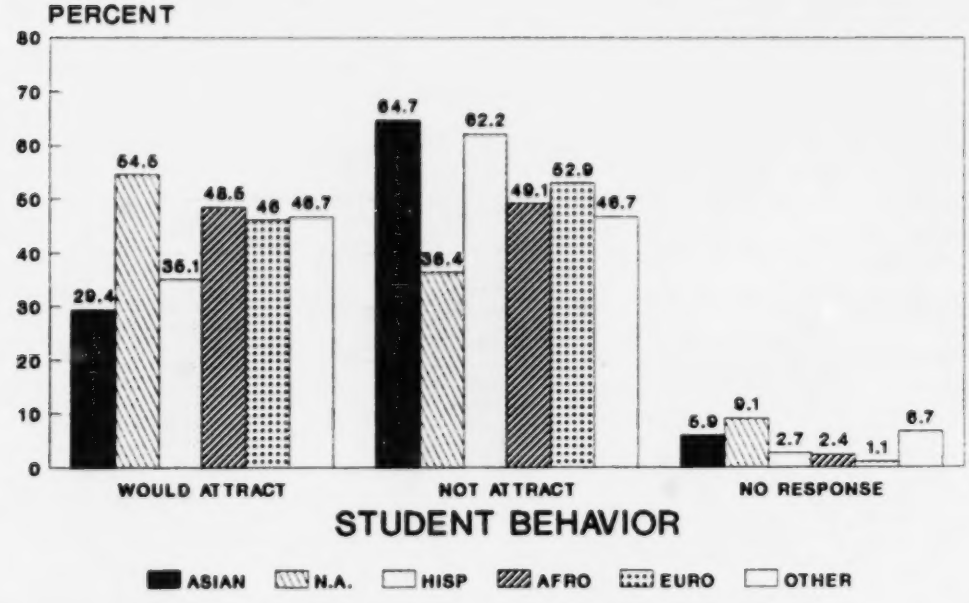
18-L ...CHARACTERISTICS OF TEACHING ATTRACTING OR NOT ATTRACTING...



DR. F. MACK AND DR. T. JACKSON

n = 593

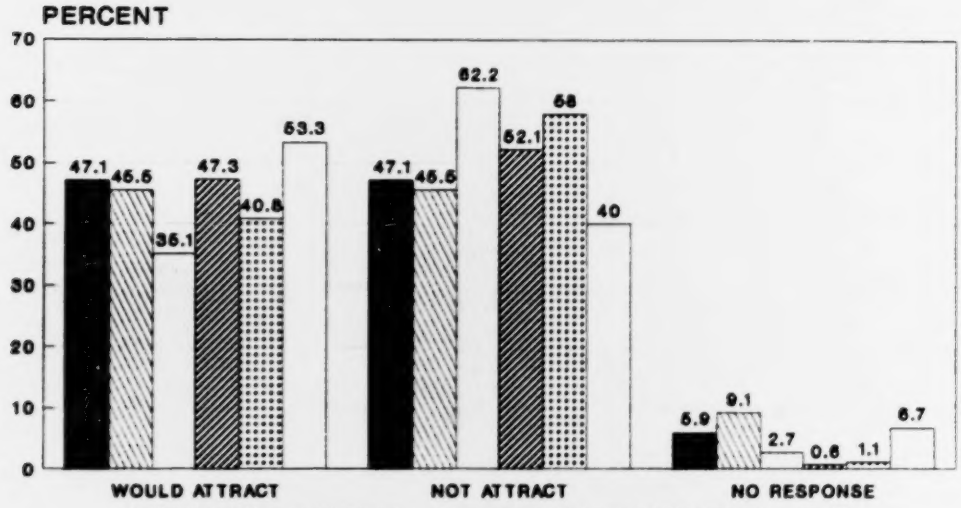
18-M ...CHARACTERISTICS OF TEACHING ATTRACTING OR NOT ATTRACTING...



DR. F. MACK AND DR. T. JACKSON

n = 593

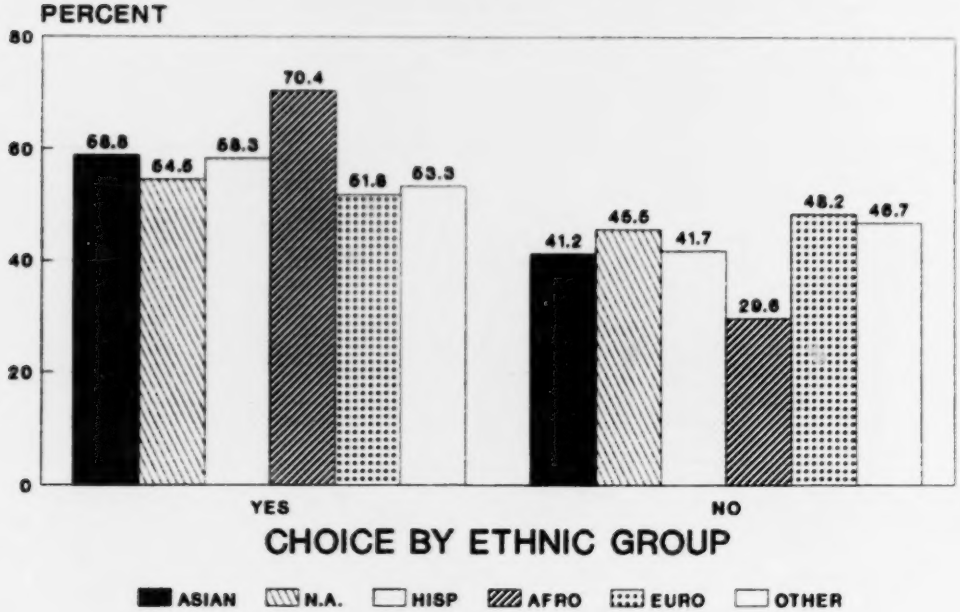
18-N ...CHARACTERISTICS OF TEACHING ATTRACTING OR NOT ATTRACTING...



DR. F. MACK AND DR. T. JACKSON

n = 593

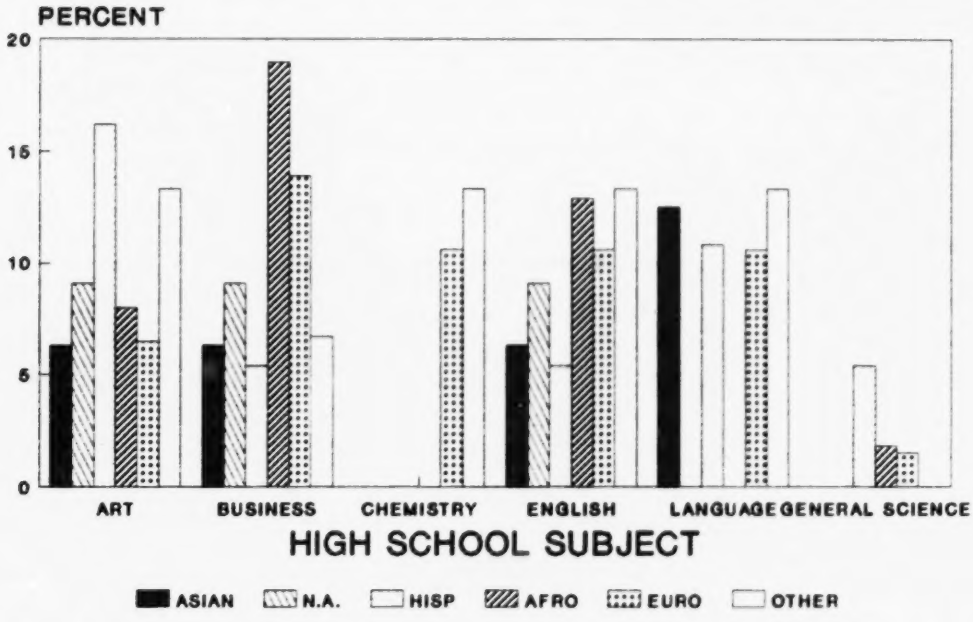
19. ...I WOULD LIKE TO WORK IN THE GRAND RAPIDS SCHOOL DISTRICT?



DR. F. MACK AND DR. T. JACKSON

n = 581

20. ...MY FIRST CHOICE WOULD BE TO TEACH THE FOLLOWING (HIGH SCHOOL) SUBJECT



DR. F. MACK AND DR. T. JACKSON

n = 581

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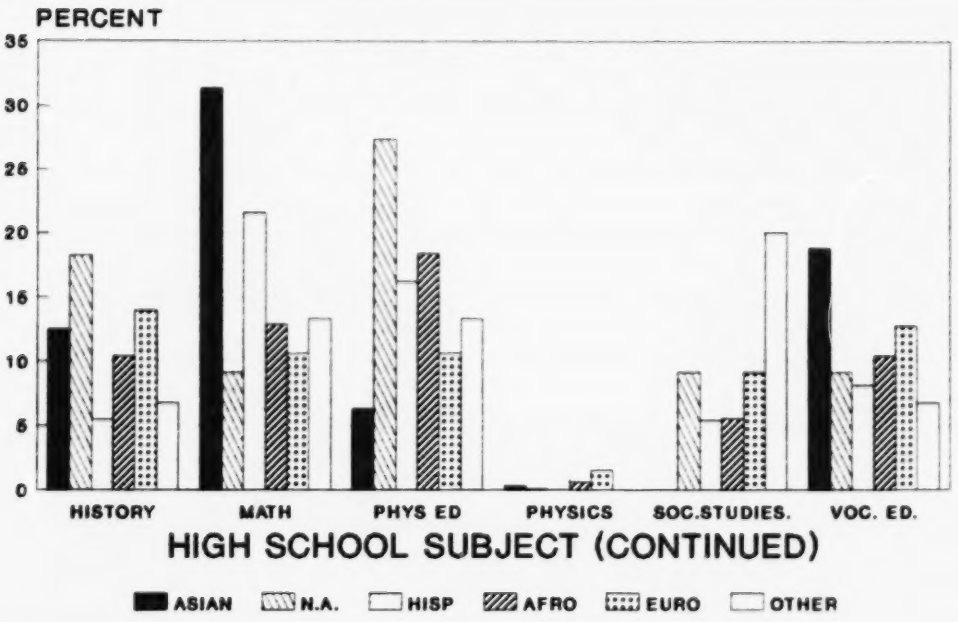
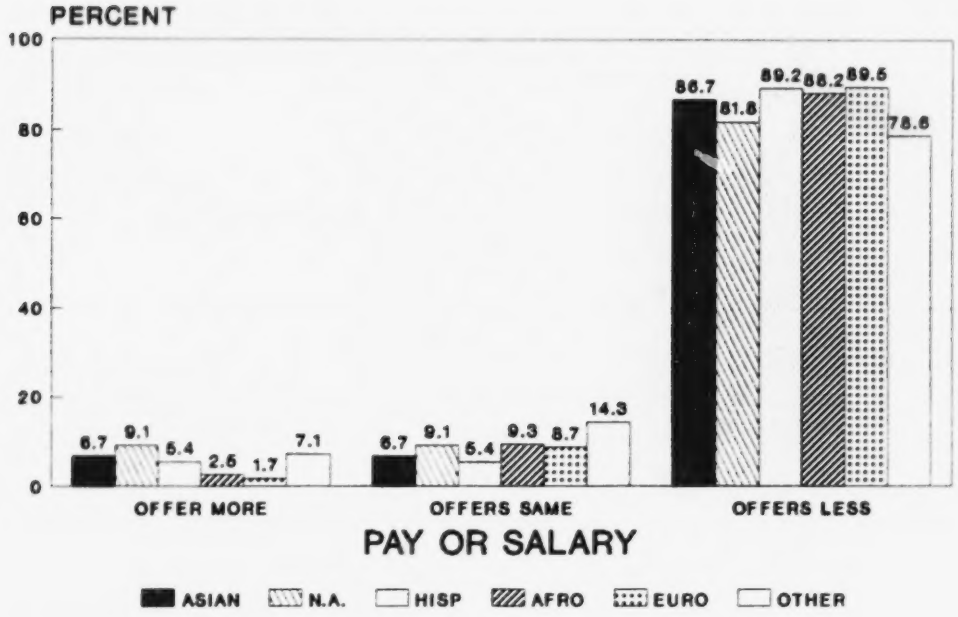


DR. F. MACK AND DR. T. JACKSON

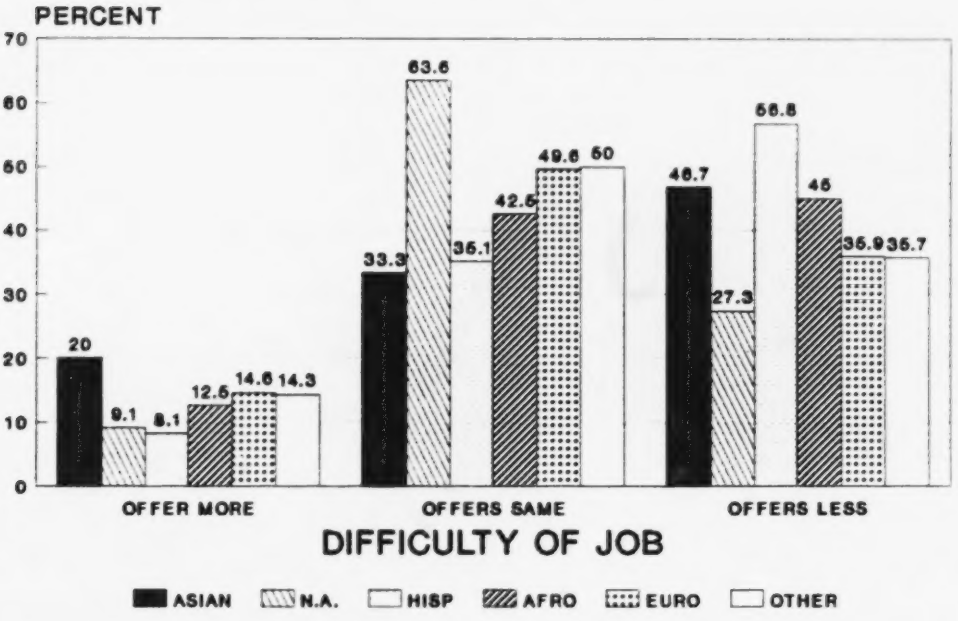
21-A. ...HOW DOES TEACHING COMPARE TO OTHER TYPES OF PROFESSIONS...



DR. F. MACK AND DR. T. JACKSON

n = 582

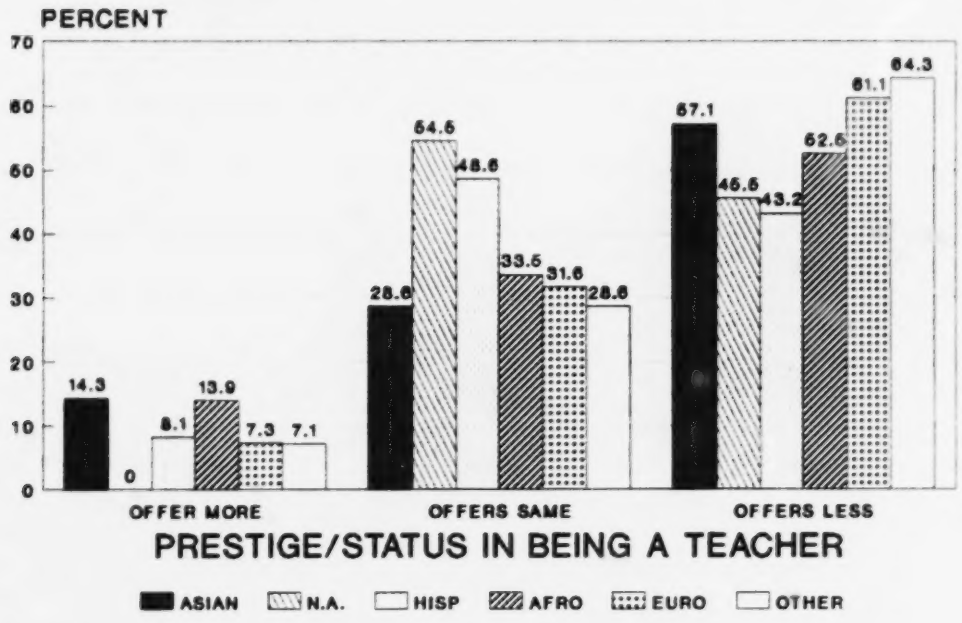
21-B. ...HOW DOES TEACHING COMPARE TO OTHER TYPES OF PROFESSIONS...



DR. F. MACK AND DR. T. JACKSON

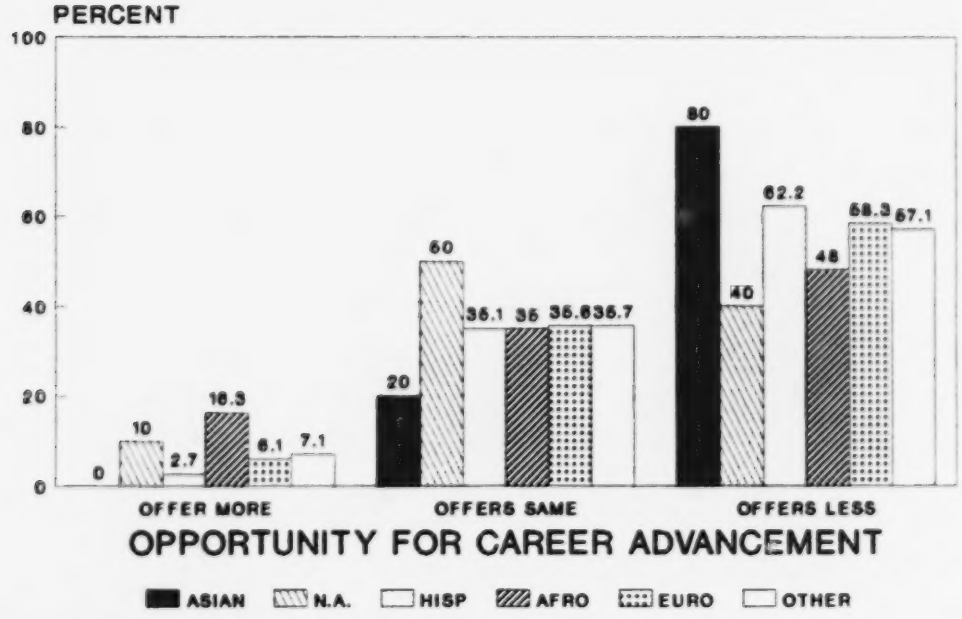
n = 580

21-C ...HOW DOES TEACHING COMPARE TO OTHER TYPES OF PROFESSIONS...



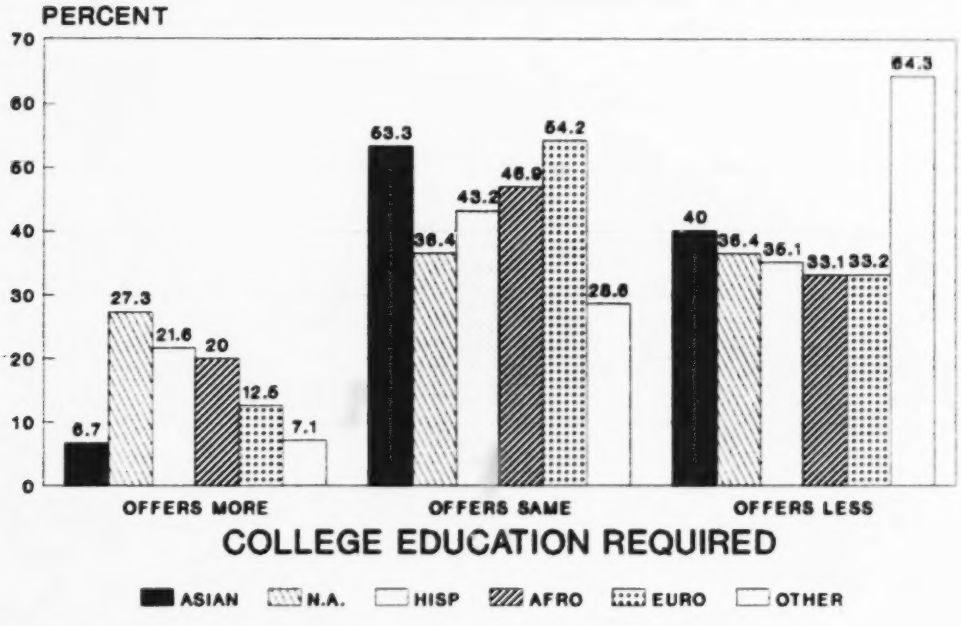
DR. F. MACK AND DR. T. JACKSON n = 576

21-D. ...HOW DOES TEACHING COMPARE TO OTHER TYPES OF PROFESSIONS...



DR. F. MACK AND DR. T. JACKSON n = 579

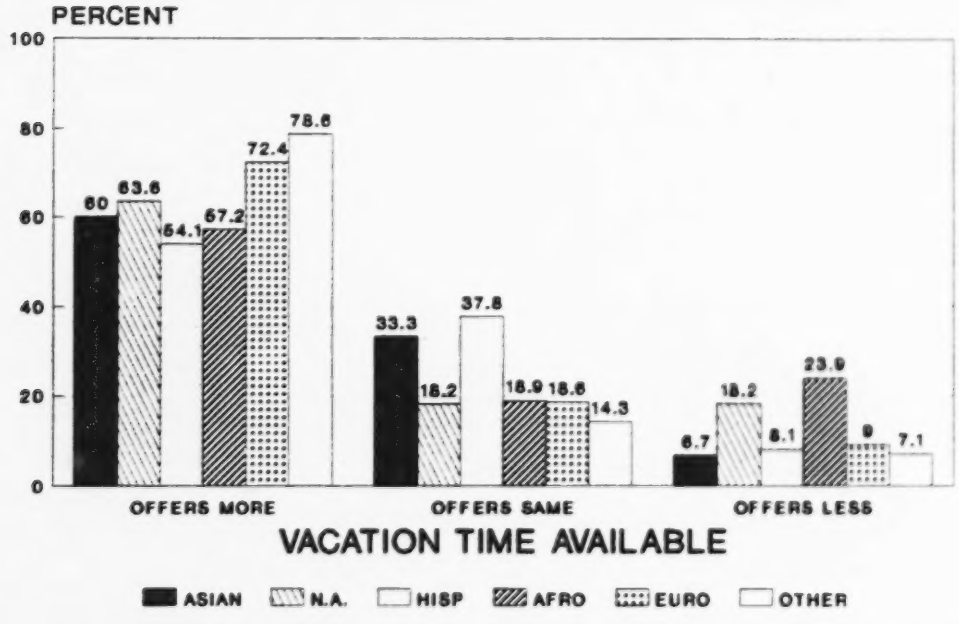
21-E. ...HOW DOES TEACHING COMPARE TO OTHER TYPES OF PROFESSIONS...



DR. F. MACK AND DR. T. JACKSON

n = 580

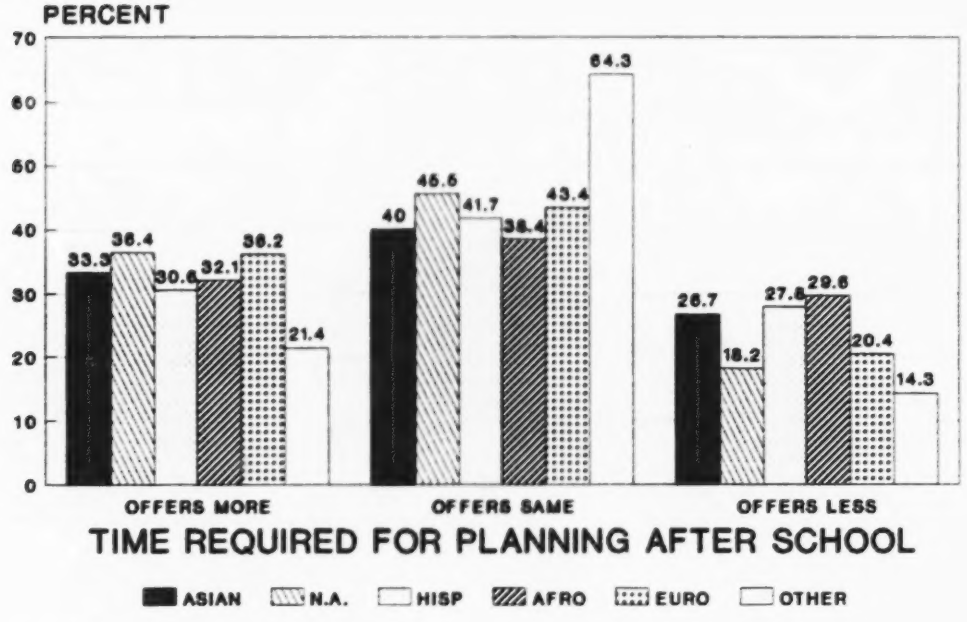
21-F. ...HOW DOES TEACHING COMPARE TO OTHER TYPES OF PROFESSIONS...



DR. F. MACK AND DR. T. JACKSON

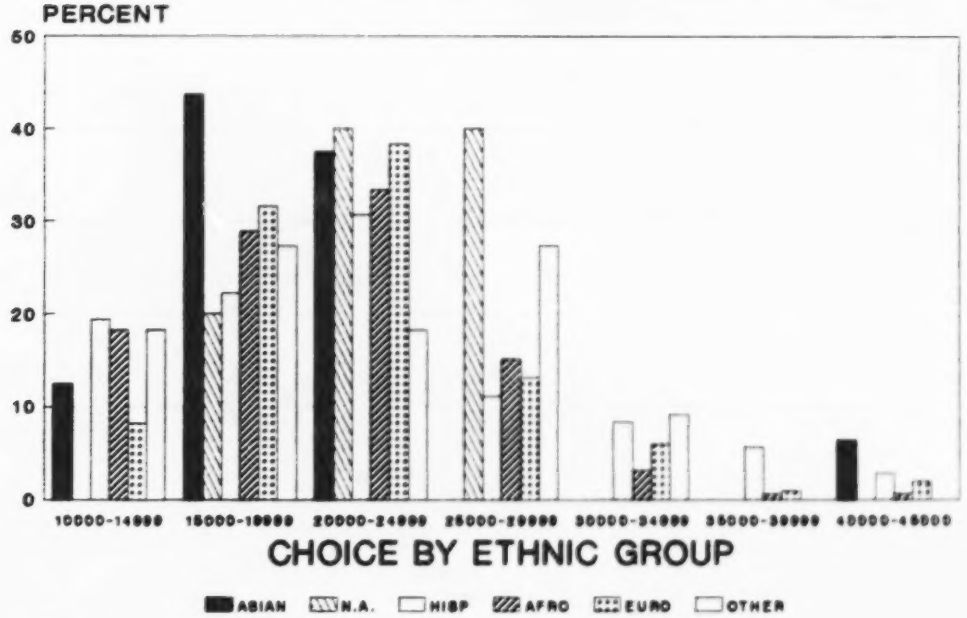
n = 580

21-G. ...HOW DOES TEACHING COMPARE TO OTHER TYPES OF PROFESSIONS...



DR. F. MACK AND DR. T. JACKSON n = 578

22. WHAT IS THE STARTING SALARY FOR A NEW TEACHER...



DR. F. MACK AND DR. T. JACKSON n = 552

APPENDIX 1

STUDENT QUESTIONNAIRE ABOUT TEACHING AS A CAREER

The purpose of this questionnaire is to determine your opinions about teaching as a career choice. Carefully read each question and mark your response (using X) in the box or blank provided.

1. High School: ___Central ___Creston ___Union ___Ottatwa ___City

2. Sex: _____a. female _____b. male

3. Race: _____a. Asian _____b. Native American

_____c. Hispanic _____d. Afro-American/Black

_____e. White _____f. Other:Specify:_____

4. What is your mother's or father's highest level of education:

_____a. did not finish high school
_____b. high school graduate
_____c. community or junior college graduate
_____d. 4-year college graduate
_____e. graduate or professional degree

5. Is your mother or father a teacher or school administrator?

_____a. yes _____b. no

6. What is your high school grade point average (g.p.a.)?

_____a. 1.0 to 1.4
_____b. 1.5 to 1.9
_____c. 2.0 to 2.4
_____d. 2.5 to 2.0
_____e. 3.0 to 3.4
_____f. 3.5 to 4.0

7. After high school graduation what are your plans?

____ a. begin full time work
____ b. enter college
____ c. enter vocational school
____ d. join the armed services
____ f. Other: Specify_____

8. As a high school junior or senior, has anyone talked to you about becoming a teacher?

_____a. yes _____b. no

9. As a high school junior or senior, have you asked a teacher why they selected teaching as a career?

_____a. yes _____b. no

10. If given a scholarship, would you become a teacher?

_____a. yes _____b. no

GO TO NEXT PAGE>>>

17. If you were a teacher, you would choose to teach:

_____a. Preschool students
_____b. Early elementary students (Kindergarten and grades 1, 2, 3)
_____c. Upper elementary students (grades 3, 4, 5, 6)
_____d. Middle/Junior high students (grades 7, 8, 9)
_____e. High school students (grades 10, 11, 12)

18. How do you think each of the following characteristics of being a teacher would attract you or would not attract you to join the teaching profession? (ANSWER EACH FOR EACH ONE)

	WOULD ATTRACT	WOULD NOT ATTRACT
a. Salary or pay		
b. Fringe benefits (retirement, health insurance, etc.)		
c. Vacations		
d. Working conditions		
e. Contribution to helping children		
f. Prestige and/or status in being a teacher		
g. Job availability		
h. Job security-few lay offs		
i. Opportunity for career advancement		
j. Difficulty of job		
k. Support given by parents		
l. Support given by school administrators		
m. Student behavior		
n. Time required for planning or additional duties after the school-day		

19. If I were a teacher, I would like to work in the Grand Rapids School District:

_____a. yes _____b. no

GO TO NEXT PAGE>>>

11. Do you think teaching is a worthwhile profession for men to enter?

_____a. yes _____b. no

12. Do you think teaching is a worthwhile profession for women to enter?

_____a. yes _____b. no

13. How much do you think teachers enjoy their work?

_____a. all of the time _____b. most of the time
_____c. some of the time _____d. very little
_____e. not at all

14. How much have each of the following individuals encouraged you to become a teacher? (PLEASE ANSWER FOR EACH ONE)

	Much	Some	None	Discouraged
a. Parent(s)				
b. Teacher(s)				
c. Relative(s)				
d. Friend(s)				
e. Guidance Counselor(s)				
f. Youth Leader(s)				
g. Minister or Clergyperson				

15. If you were a teacher, you would choose to teach in a:

_____a. Large urban school district (like Detroit or Chicago)
_____b. Middle-size urban school district (like Grand Rapids, Kalamazoo, or Muskegon)
_____c. Suburban school district (like Rockford or Forest Hills)
_____d. Rural school district (like Cedar Springs or Kenowa Hills)

16. If you were a teacher, you would choose to teach:

_____a. Special education _____b. Regular education

GO TO NEXT PAGE>>>

20. If I were a high school teacher, my first choice would be to teach the following subject: (Mark only your first choice)

_____ a. Art
_____ b. Business
_____ c. Chemistry
_____ d. English
_____ e. Foreign languages
_____ f. General science
_____ g. History
_____ h. Mathematics
_____ i. Physical education
_____ j. Physics
_____ k. Social Studies/Social Science
_____ l. Vocational education

21. Based on the following list, how does teaching compare as a career to other types of professions like law, medicine, business, etc. ? (ANSWER FOR EACH ONE)

	Teaching Offers More	Teaching Offers Same	Teaching Offers Less
a. Pay or Salary			
b. Difficulty of job			
c. Prestige/status in being a teacher			
d. Opportunity for career advancement			
e. College education required			
f. Vacation time available			
g. Time required for planning or additional duties after school-day			

22. What is the starting salary for a new teacher in your school district?

_____ a. $10,000 to $14,999
_____ b. $15,000 to $19,999
_____ c. $20,000 to $24,999
_____ d. $25,000 to $29,999
_____ e. $30,000 to $34,999
_____ f. $35,000 to $39,999
_____ g. $40,000 to $45,000

STOP
THANK YOU FOR YOUR COOPERATION

APPENDIX 2

Grand Rapids Public Schools
EDUCATIONAL RESEARCH & DEVELOPMENT CENTER
143 Bostwick N.E. ■ Grand Rapids, MI 49503 ■ 616 456-4780

TO: High School Principals

FROM: Juan R. Olivarez, Director
Donna M. Kragt, Supervisor

RE: **Survey Of Senior Students**

DATE: October 24, 1989

The Research & Development Office in conjunction with educational researchers at Grand Valley State University are investigating the perceptions of high school seniors concerning teaching as a career. As you are already aware, there is a great deal of concern in the educational community concerning the small numbers of students, especially minority students, choosing education as a career field. Results of this study will be presented to the Association Of Teacher Educators in hopes of enlightening the participants regarding high school seniors' perceptions of teaching. It is expected that this new knowledge will equip educators with new tools with which to recruit qualified students into the field.

To this end we are asking all comprehensive high school principals (Central, City, Creston, Ottawa, Union) to arrange for their senior students to take a short survey on or about November 7th. The survey is expected to take approximately 15 minutes and should be administered in a sequence of courses (or homerooms) such that all seniors will have the opportunity to complete it. Makeups will not be necessary. Sufficient copies of the survey along with specific administration directions will arrive in each building on or about November 3rd.

Please complete the attached sheet indicating your specific plans for administration and return it to R & D prior to November 1st. If you have any questions or need additional information, please call R & D at 456-4780. Thank you for your cooperation.

cc: Pat Oldt
Eddie West

Dear Principal: **Please complete this form and return to R & D prior to November 1st.**

SENIOR OPINION SURVEY CONCERNING TEACHING AS A CAREER

School_____

We Plan To Give The Survey On_____
(Date)

We Will Administer The Surveys Through The Following Sequence Of Courses (For example, all senior English classes, or all senior homerooms, or all 3rd hour classes in which seniors are present, etc.)

_____

_____

_____

The person in my building who will be responsible for the distribution and collection of surveys will be:

_____

Thank You For Your Prompt Reply!

APPENDIX 3

STUDENT QUESTIONNAIRE ABOUT TEACHING AS A CAREER

Dear Survey Proctor:

The Research & Development Office in conjunction with educational researchers at Grand Valley State University are investigating the perceptions of high school seniors concerning teaching as a career. As you are already aware, there is a great deal of concern in the educational community concerning the small numbers of students, especially minority students, choosing education as a career field. Results of this study will be presented to the Association Of Teacher Educators in hopes of enlightening the participants regarding high school seniors' perceptions of teaching. It is expected that this new knowledge will equip educators with new tools with which to recruit qualified students into the field.

Prior to administering the survey please read the following specific directions to students:

> "This is not a test. However, the questionnaire you have been given is being administered to high school seniors to determine their perception of the teaching profession as a career choice. It requires you to carefully read each question and to mark, using an "X", your responses. The answers you give are confidential so do not write your name on the survey. When questions are not clear, please raise your hand and I will assist you.
>
> The survey should take about 20 minutes to complete. If you finish early, you should review your survey to make sure your answers truly reflect your opinions regarding the teaching profession. Again, this is not a test, the only "right" answer is the one that is true for you. Your results will be used to determine why some individuals choose teaching as a career and others decide not to make it their choice."

Please note that this survey is intended for SENIORS ONLY. If you have other students in your class, please ask them not to complete a survey.

After the survey administration, please return the surveys in the envelope provided to Liz Marquess.

If you have any questions about the survey or the study in general, please call Research and Development at 456-4780. Thank you for your help.

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